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Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Cylch Meithrin Corn Hir
Caban y Cylch
Ysgol Corn Hir
Llangefni
Isle of Anglesey
LL77 7JB**

Date of inspection: July 2014

by

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for

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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Context

Cylch Meithrin Corn Hir is a setting in Llangefni, in the Isle of Anglesey local authority. It meets in the cabin on the site of Ysgol Corn Hir, on the outskirts of the town. The setting is open for five days of the week. The setting has five members of staff.

The playgroup is registered to take up to 26 children in every session. It admits children from two and a half to four years of age. At the time of the inspection, 24 children attended, all of them funded by the local authority. Nearly all children are white British, and most speak Welsh as their first language. There are a few children who have additional learning needs.

The staff are established and the leaders have been in post since September 2008. The setting was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in November 2013 and by Estyn in November 2008.

Summary

The setting's current performance	Good
The setting's prospects for improvement	Good

Current performance

The setting's current performance is good because of:

- good progress and achievement in all areas of learning;
- the children's positive attitudes towards learning;
- the children's responsible behaviour;
- the learning experiences, which are planned well;
- the very good support and a wide, balanced and interesting curriculum;
- the effective teaching, which focuses well on the Foundation Phase outcomes;
- the good resources that are available;
- the excellent use of Welsh, which has a positive effect on how the children learn the language; and
- the very good relationship between adults and children.

Prospects for improvement

The setting's prospects for improvement are good because of:

- the provision and very clear direction to the setting's work by the leaders;
- the effective self-evaluation systems that correspond appropriately to the targets in the purposeful development plan;
- the positive and active attitude towards staff development and training;
- the effective use of support lines; and
- the work of the active and supportive management committee.

Recommendations

In order to improve, the setting needs to:

- R1 Set clear learning objectives for the children at the start of every focus activity
- R2 Provide better opportunities to grow plants

What happens next?

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

All children make good progress from their starting points by the end of their time at the setting. They make positive improvements in developing their literacy skills. Nearly all children discuss ideas with other children and adults confidently and they listen carefully to each other. For example, all children discuss purposefully the weather and the resources needed for a journey to the seaside. They also offer sensible suggestions when discussing their responsibilities in groups and pairs.

Nearly all children sit quietly and listen very intently to stories. They join in enthusiastically when discussing these stories or while singing songs or nursery rhymes. Many are eager to answer questions about what they are doing. A majority of children choose to look at books independently and these children hold books correctly and discuss the content meaningfully.

Most children develop their early writing skills effectively through mark making and they have a sound understanding of the purpose of writing. Around half the children are beginning to form the letters of the alphabet and numbers independently and in a recognisable form, when painting, handling pencils and colouring with crayons. A few are beginning to read their own work and the work of others.

Nearly all children develop sound numeracy skills. Most can count, identify and name numbers up to 10 confidently and a few count up to 20. Nearly all children use a good range of mathematical language together whilst playing. For example, they describe toys and objects as being 'small', 'medium' and 'big' when enquiring about and investigating the outdoor area or when preparing a picnic. They also use numbers practically and successfully when discussing 'smaller than' and 'bigger than', 'up' and 'down' and when comparing two and three-dimensional shapes.

Nearly all children group different types of objects correctly by colour, size and shape. They use money in the correct context when buying ice cream in the shop. Many children understand clearly how to list numbers in order from first to fifth.

All the children know what to do when they are given instructions in Welsh and nearly all children use Welsh without being prompted. Nearly all children use the computer and information technology equipment, like a tablet, cameras and electronic toys, effectively and confidently.

Wellbeing: Good

All children are happy and confident learners. Nearly all of them have a good understanding of how to keep healthy, in relation to their age. Nearly all children wash their hands thoroughly before eating their snacks and drinking milk and water. They do so without much prompting. Nearly all children have a good understanding

that a healthy diet includes fruit and vegetables and that physical exercise keeps you fit.

Nearly all children have a good attitude towards learning. They participate enthusiastically in all experiences that are offered to them, both indoors and outdoors. Nearly all children listen well to one another and to staff. They are very well behaved. They participate fully in all activities and concentrate and persevere for substantial periods of time. Most children make sensible decision for themselves.

Nearly all children relate well to each other and to adults and visitors. They are polite and considerate of other people's needs and share resources voluntarily. Most children suggest ideas about what and how they will learn through discussions with the staff and children's questionnaires. As a result, nearly all children show sound levels of motivation, engagement and concentration.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Planning satisfies the philosophy of the Foundation Phase effectively and achieves the outcomes that are identified in children's learning. The curriculum builds effectively on children's previous and current knowledge and experiences. There are very interesting opportunities available to all children to develop their skills across the curriculum. This includes challenging opportunities to develop the children's early writing and numeracy skills.

Appropriate time is set every week for the leaders to discuss the curriculum and the themes' activities. Therefore, the curriculum is flexible and linked to children's interests. Specific activities and tasks are planned thoroughly and children have freedom to choose their own tasks and activities. The learning objectives are planned appropriately, however, they are not shared with the focus groups in enough detail. Good activities are provided for children to develop their basic and key skills in literacy, numeracy, knowledge and understanding of the world, creative and physical development.

All adults' communication with children in Welsh is excellent. Provision for developing children's information and communication technology skills (ICT) is purposeful. The staff direct children regularly to use technological equipment such as the computers, a tablet, cameras and electronic toys. Children have many opportunities to develop their thinking skills through interesting activities such as role-playing when buying ice cream, experimenting with water and sand, preparing a picnic for the seaside, painting and handling books with each other and adults.

Suitable emphasis is placed on Welsh traditions and celebrations, such as celebrating St David's Day and Saint Dwynwen's Day. Good opportunities are also provided for children to learn information and gain an understanding of other cultures and traditions, for example, through studying the Chinese New Year. Similar activities help the children to develop a good understanding of the wider world and raise their awareness of global citizenship effectively.

Teaching: Good

Staff have good practical knowledge of children's development and a clear understanding of the requirements of the Foundation Phase. There is a very positive relationship between all staff and children. Staff have an active role in planning the curriculum and the best use is made of their expertise. The teaching is stimulating, challenging and full of life. However, the staff do not set clear learning objectives at the start of every focus activity to ensure that the children understand the purpose of the activity. Staff co-operate effectively, which ensures that individual children are challenged appropriately in line with their abilities.

All children are free to choose from activities that are led by adults or to work independently. Staff are sensible when intervening and they allow the children to develop their independent skills successfully. The staff's modelling of language is excellent to develop children's thinking and communication skills. Staff encourage children to evaluate sensibly as they discuss a story and role-play.

In the building, staff provide an interesting environment that ensures successfully that all children take part and enjoy. The teaching in the open air is stimulating and the outdoor area is used purposefully.

Sound and thorough assessment procedures exist. The records of children's achievements are completed consistently. The assessments lead to individual children's targets and the next stages in their education. Parents and carers are informed well about their children's achievements and the information is available to them at any time.

Care, support and guidance: Good

The setting ensures that children's health and wellbeing is good. Visitors and visits extend children's experiences effectively. The setting visits the community through trips to the town and around the Isle of Anglesey. The use of the town and the local area develops the children's knowledge and understanding of their community effectively.

The setting has good provision for ensuring children's spiritual, moral, social and cultural development. The staff foster values such as honesty, fairness and respect sensibly. Children have good opportunities to reflect, discuss feelings, say thank you and pray. This is evident as they take turns well when eating fruit and toast and having a drink around the dining table. The setting has the appropriate arrangements to promote healthy eating and drinking. Good opportunities are available for the children to recycle paper and plastic bottles. This begins to develop their understanding of sustainability effectively.

The setting uses positive behaviour strategies, which removes any form of disruption or aggressive behaviour. The setting's staff have suitable qualifications and good experience and the adult to child ratio is favourable. Staff's expertise is used well in planning and in supervising activities.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. The setting is safe, the doors are locked and only a member of

staff opens them. No-one can come in and no child can leave unaccompanied. Staff are careful as children are collected and ensure that they are in the care of their parents or a familiar carer.

Regular reviews of children's progress ensure that individuals that are suspected of needing additional support are identified. Staff discuss these with appropriate agencies. The leaders are the additional learning needs co-ordinators. They are familiar with the necessary procedures in order to support children who have special needs.

Learning environment: Good

Through daily activities and the attitude that is adopted by staff, the setting promotes a positive ethos. Staff know children very well and their individuality is recognised. All children have equal access to an interesting curriculum.

The setting uses its resources successfully in the building to meet the requirements of the Foundation Phase and children's needs. Resources are accessible to children, which promotes the children's sense of responsibility well. Resources are shared effectively between continuous activities and opportunities to enrich the learning.

The outdoor area is organised well and the staff use the resources sensibly. However, although there are some small areas and pots available, the opportunities for children to grow plants are not challenging and stimulating.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

Staff understand their roles fully and co-operate well as a team. They use the guidance of external agencies such as the local authority and the Mudiad Meithrin sensibly. This practice ensures the best use of their expertise. The leader, staff and management committee plan purposefully to provide interesting experiences for the children.

The development plan is a useful document. Clear priorities for improvement are identified through sound self-evaluation procedures. Good processes are in place to ensure that resources are available to meet improvement objectives. Staff receive relevant and appropriate training, which has a good effect on the quality of provision.

The management committee leads effectively and gives good consideration to legislation and its management systems meet requirements. The setting gives good consideration to national priorities.

Improving quality: Good

The leaders and staff know the setting very well. They know what they are doing successfully and what they need to do to improve. The setting self-evaluates well. It

ensures effective links between the self-evaluation and the development plan's targets.

Appropriate targets include developing extended writing, providing more information to parents about the themes and refining aspects of assessing children. The setting evaluates areas for improvement effectively against responsibilities and timescales in the development plan.

There is sound evidence of helpful evaluations from all who are connected to the setting, such as parents and external agencies. The children are part of the self-evaluation and they complete questionnaires about their time at the setting. This is good practice.

Staff are keen to accept new ideas and to experiment with different ways of working, suggested by the local authority's advisory teacher and the Mudiad Meithrin. For example, the local authority's recommendations on how to improve the self-evaluation and strategic planning, the planning and assessment, have affected the quality of the learning experiences and teaching well. This has a positive effect on children's learning and wellbeing.

Partnership working: Good

There is an effective relationship between the setting and parents. There is a comprehensive booklet for parents and carers, which provides them with relevant details about the setting. By the time children leave the setting, they are well prepared for the next stage in their education at school. The partnership with the Mudiad Meithrin and the local authority is good and helps the setting to progress.

Links between the setting and the school are very good. As a result, children are familiar with the school's procedures before they begin full-time education. Sound and effective partnerships exist with a range of community organisations. These links benefit the setting greatly through the use of human resources and gifts of equipment that are accepted from local businesses.

Resource management: Good

The leadership is challenging and it aims consistently to improve every aspect of the work. Resources are managed sensibly to support learning and improvements at the setting. The leaders and the management committee ensure that the setting has sufficient staff with appropriate qualifications and training. Staff are used effectively to present the curriculum and support children's achievements. Staff work together efficiently. The resources are of good quality and are accessible to the children. The staff make good use of the building and the outdoor area to provide a range of interesting learning experiences.

In light of the positive outcomes achieved by children, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	32	29 91%	3 9%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	19%	0%	0%		
My child likes this setting.	32	29 91%	3 9%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	32	29 91%	3 9%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	32	27 84%	5 16%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	0%	0%		
Children behave well in the setting.	32	25 78%	5 16%	0 0%	0 0%	2	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	26%	1%	0%		
Teaching is good.	32	28 88%	4 12%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		79%	18%	0%	0%		
Staff treat all children fairly and with respect.	32	27 84%	3 9%	0 0%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		82%	15%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	32	24 75%	7 22%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		73%	22%	0%	0%		
My child is safe at the setting.	32	30 94%	2 6%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	14%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	30	20 67%	10 33%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		65%	24%	1%	0%		
I am kept well informed about my child's progress.	32	14 44%	16 50%	2 6%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	5%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the setting with questions, suggestions or a problem.	32	22 69%	10 31%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	19%	1%	0%		
I understand the setting's procedure for dealing with complaints.	32	20 62%	12 38%	0 0%	0 0%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		62%	29%	3%	1%		
My child is well prepared for moving on to school.	32	26 81%	6 19%	0 0%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		71%	23%	1%	0%		
There is a good range of activities including trips or visits.	31	25 81%	6 19%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		62%	30%	4%	0%		
The setting is well run.	32	26 81%	6 19%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

The reporting inspector

Nicholas Jones	Reporting Inspector
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Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.uk)

Glossary of terms

Areas of Learning	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development, as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development
CSSIW	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings, which do not comply with the partnerships conditions of registration.</p>
Foundation Phase	<p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.</p>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings, which provide education for three and four year olds.</p>
Mudiad Meithrin	<p>A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.</p>

Professional Association for Childcare and Early Years (PACEY)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (NDNA)	This organisation, which aims to improve the development and education of children in their early years, by providing support services to members.
Wales Pre-school Providers Association (WPPA)	An independent voluntary organisation providing community based pre-school childcare and education.