



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Cylch Meithrin Deiniolen
Yr Hen Feithrinfa
Deiniolen
Gwynedd
LL55 3LT**

Date of inspection: March 2014

by

Wil Williams

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 Deiniolen is a registered nursery established forty years ago in a building opposite Ysgol Gynradd Gwaun Gynfi. It provides pre-school education for children in the village of Deiniolen and the surrounding rural area.

The setting admits children of all abilities and backgrounds. During the inspection, there were no children with additional learning needs or of ethnic origin at the setting.

The setting provides two hour and five minute sessions for children of two and a half to three years of age on five mornings a week although the number of sessions attended by individuals varies according to parental wishes. The local authority funds six children, but not all of them were present at the time of the inspection.

Most children who attend the setting speak Welsh at home. Welsh is the setting's main medium of teaching and learning.

A leader and two practitioners teach children. They are all appropriately qualified to teach the early years.

The setting was last inspected by the Care and Social Service Inspectorate Wales in July 2013 and by Estyn in February 2008.

Summary

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

Current performance

The setting's performance is good because:

- learning experiences satisfy the needs and interests of all children well and encourage them to learn effectively and to make good progress;
- provision for developing literacy and numeracy skills is good;
- practitioners expect much from children and provide valuable opportunities for them to be active in their learning;
- assessment outcomes are used very effectively for future planning;
- of the strong emphasis for everyone to be kind to each other and to be honest and fair;
- the quality of the care, support and guidance provided for every child is consistently good;
- practitioners know the children well and give them clear guidance during sessions; and
- it is an inclusive community where every child is given equal access to all areas of learning.

Prospects for improvement

Prospects for improvement are good because:

- effective leadership creates a strong sense of purpose and promotes and maintains improvement continuously;
- the management committee fulfils its responsibilities conscientiously and supports the setting effectively;
- there are secure arrangements for maintaining good practice and implementing change in areas that need improving;
- a wide range of partners makes a strong contribution to children's achievements and wellbeing ;
- good quality resources are used effectively;
- the self evaluation report is of good quality; and
- the setting provides good value for money.

Recommendations

1. Increase the resources for information and communication technology.
2. Further develop the outside area.
3. Take more account of the views of children in the setting's self-evaluation process.

What happens next?

The setting will form an action plan showing how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	
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There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

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

Learning experiences meet the needs and interests of all children well and encourage them to learn effectively and to make good progress. Learning is based on detailed curricular plans which strongly reflect Foundation Phase principles and the requirements of the six areas of learning. Practitioners use the indoor and outdoor areas imaginatively to inspire children's interest and to encourage them to experiment with new experiences. Children are afforded opportunities on a daily basis to make choices about their own learning and to develop as independent learners. They visit the local community regularly and learn much from visitors to the setting. The visit by an ex-quarryman who shared his experience with the children is a good example of this.

Provision for literacy and numeracy is cohesive and firmly embedded in every child's learning experiences. During sessions, children are encouraged to talk about their experiences and to explain what they have been doing in the different learning areas. Practitioners also expected children to listen attentively to the contributions of their peers.

The attractive reading corner enables children to take advantage of a wide range of reading materials which provide them with valuable opportunities to behave as readers, whether they listen to an adult reading or look at a book independently.

In a number of learning areas, there are good opportunities for children to use different media for mark-making for a specific purpose, such as writing a letter or drawing up a list.

Provision for developing children's numeracy skills is good. They know several number rhymes by memory and enjoy counting together sets of different objects. Activities such as programming an electronic toy make a good contribution towards increasing children's understanding of shape and space and also of the comparative value of different numbers.

Lack of appropriate resources limits the children's ability to develop their information and communication technology skills to the full.

Through stimulating experiences, such as celebrating the Chinese New Year, children have valuable opportunities to develop respect and tolerance towards people of all cultural backgrounds.

The setting provides very valuable opportunities for children to develop their personal and cultural identity. Participating in celebrations such as St. David's day promotes children's understanding of Welsh culture, festivals and traditions successfully.

Teaching: Good

Practitioners have up-to-date knowledge of child development and have a thorough understanding of Foundation Phase requirements. They expect much from children of all abilities and provide a variety of valuable opportunities for them to be active learners. Through detailed planning, practitioners succeed in creating a good balance between activities chosen by the child and those, which are led or initiated by adults. The wide range of teaching strategies used, for example group work or individual work, as well as the substantial emphasis placed on learning through play, ensure the involvement of every individual in the task. Practitioners' support and intervention has a clear focus. They know the children as individuals well and adapt their learning methods appropriately. Practitioners are good language models themselves and use questioning skilfully to challenge children's ideas and to move learning on.

Practitioners assess children regularly and comprehensively and record observations and assessments carefully to measure every individual's progress throughout his or her time at the setting. They use assessment outcomes very effectively for identifying children's individual needs and for planning future activities. Through open evenings, informal conversations with practitioners and by receiving a pictorial album of their children at work in the learning areas, parents obtain full and interesting information about their children's progress in the six areas of learning.

Care, support and guidance: Good

Effective arrangements for supporting children's health and welfare make a good contribution to children's general development and support their learning effectively. The setting makes appropriate arrangements to promote healthy eating and drinking. The daily experience children have of participating in physical activity makes a good contribution to raising their levels of fitness.

During their daily interaction with children, practitioners strongly emphasise the need for everyone to be kind to each other, and to be honest and fair. This greatly assists children in learning to differentiate between right and wrong. The regular opportunities children have 'Helpwr Heddiw' (today's helper) to undertake responsibilities and to make their own choices about their learning contribute significantly towards their personal and social development.

The daily practice of saying a prayer at the end of sessions as well as children's contributions to Remembrance Sunday make a strong contribution towards their personal and spiritual development.

There are effective arrangements for recycling and avoiding waste.

The setting recent initiative for promoting good behaviour has had a very positive impact on children's attitudes and on their ability to be more considerate of other children around them.

Effective induction arrangements help children to settle down quickly and without difficulty at the setting. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Practitioners know children well and provide them with clear guidance during sessions. They have a good understanding of how to gain access to professional help for children and parents. Children's learning needs are noted in detail and practitioners ensure that these needs are met.

Learning environment: Good

The setting is an inclusive community where every child has equal access to all areas of learning and activities provided. There is strong emphasis on developing tolerant attitudes and on ensuring that children and members of staff are free from any harrassment. The setting has enough practitioners who possess sufficient knowledge and expertise to teach all aspects of the Foundation Phase curriculum. The interesting learning environment created and the opportunities all children have to develop positive values and attitudes are very prominent features of the setting.

With the exception of information and communication technology, there is a good supply of good quality resources for all areas of learning which are carefully matched to the development and learning needs of every individual. The setting makes regular and effective use of the outside area, particularly for developing children's physical skills. However, the area is too large and has not been fully developed as a learning area. Practitioners make very appropriate use of resources and people in the community to enrich the curriculum and to support teaching in the classroom. The accommodation is of good quality and is used extensively.

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

Through the leader's dedication and enthusiasm, the setting has succeeded in creating a particularly positive ethos where children and staff feel that they are appreciated. Practitioners share common values about learning, behaviour and relationships and collaborate very effectively to ensure that the Foundation Phase and other national priorities are implemented successfully. The strong sense of purpose at the setting promotes and maintains improvement effectively. Learning and teaching are well managed, and the setting's policies are implemented effectively. During sessions, members of staff have a clear understanding of their roles and responsibilities which they fulfil conscientiously. Very positive relationship with children and parents makes a strong contribution towards creating a sense of community.

Expectations for ensuring improvement are high and the leader supports staff well and challenges all to perform to the best of their ability.

The management committee is very knowledgeable about the setting's performance and fulfils its duties conscientiously. It supports the setting as a critical friend and is influential in maintaining high standards and the setting priorities. Committee officers have effective procedures for managing and evaluating staff performance.

Improving quality: Good

Practitioners know the setting well and with the leader's encouragement they self evaluate and seek ways of improving continuously. Secure arrangements have been established to maintain good practice and implement change in areas that need improving. Self evaluation pays careful consideration to the views of parents and those of the management committee, and benefits substantially from the professional advice of the local authority support teacher. However, there are insufficient opportunities for children to express views about their learning experiences.

The setting's self evaluation report is of good quality. It has used the information effectively to draw up an action plan and implement strategies for improvement.

Partnership working: Good

A wide range of partnership activities makes a strong contribution to children's good achievements and welfare. Parents are regularly informed about every aspect of the setting's work and practitioners take active steps to include them in all the activities arranged. A recent revised parent handbook provides useful information about the setting's policies and procedures and includes helpful advice about how parents can support their children. The setting has appropriate links with the local primary school and there are appropriate arrangements for sharing assessment information and good practice.

The close co-operation between the setting and the local authority support teacher contributes very positively towards improving provision and standards. Practitioners work together very effectively, share information about children and know whom to contact and when if children need additional support.

Very good links with a number of establishments in the local community enrich children's learning experiences substantially and make a good contribution towards their personal and social development.

Resource management: Good

Practitioners receive strong support through a programme of continuous professional development provided mainly by the local authority. This has enabled them to acquire new knowledge and skills and to introduce the Foundation Phase successfully. The training sessions also provide them with valuable opportunities to share their practice with practitioners from other settings.

The leader and the management committee have a good understanding of the setting's budget and prioritise spending in line with the setting's development needs. Careful evaluation of spending decisions ensures that they have a direct impact on children's standards of achievement, progress and wellbeing. The setting provides good value for money.

Appendix 1

Stakeholders' satisfaction report

Responses to parent questionnaires

There is no commentary on parental questionnaires as only a small number of responses were received

Appendix 2

The reporting inspector

Mr Wil Williams	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 partnership's 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.