



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 Felinfoel
Integrated Children's Centre
Ysgol Y Felin
Ynyswen
Felinfoel
Llanelli
SA14 8BE**

Date of inspection: February 2015

by

**Dorothy Morris
Reporting Inspector**

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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Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW..or by email to publications@estyn.gov.uk

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Context

Cylch Meithrin Felinfoel is located in the Children's Integrated Centre on the site of Ysgol Y Felin, Felinfoel, Llanelli. The children attending the setting come from the town and the local area. The area is identified as a Flying Start area. The Centre provides child care services, family support and health services for children and their parents. The setting meets in a purpose built room.

The setting is registered to take up to 24 children per session. Currently, there are 59 children aged two and three years of age on the register. Twenty children receive funded early years education. The setting is open five days a week from 9.00 to 11.30 in the morning and 12.15 to 2.45 in the afternoon during the school term.

Most children come from homes where English is the main language. A few children are from ethnic minority backgrounds. A few children have additional learning needs.

There are five members of staff. They are qualified and experienced in the education and care of young children. The leader has been in post since 2008.

The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in June 2013 and by Estyn in January 2009.

Summary

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

Current performance

The setting is good because:

- Most children make appropriate progress from their starting point
- Most children develop an appropriate range of literacy and numeracy skills
- Good teaching ensures children's enjoyment and active involvement in their learning
- The good relationship between the children and practitioners develops children's confidence as learners
- There is effective provision to promote children's personal and social development
- Practitioners provide a wide range of interesting learning experiences
- There is constructive use of the outdoor learning area
- The setting provides a happy, caring and supportive environment for all the children

Prospects for improvement

The prospects for improvement are good because:

- The leader provides strong direction to the setting's work
- Practitioners work effectively as a team
- There is constructive use of practitioners' skills and interests in planning learning experiences
- All staff have positive attitudes towards professional development
- The leader has a secure understanding of the setting's strengths
- Development plans ensure improvements
- There is constructive use of resources to support the learning
- There are beneficial partnership with the primary school, parents and the community

Recommendations

- R1 Strengthen children's Welsh oral and number skills
- R2 Plan focused activities to meet the needs of children of all ability consistently
- A3 Reinforce basic Welsh vocabulary and phrases more regularly during activities
- R4 Develop the strategic role of the management committee

What happens next?

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most children make appropriate progress in their learning from their starting point. Their personal and social skills develop effectively. Most children are friendly and polite to each other. They play and work purposefully with other children and with practitioners and gain the confidence to try new experiences.

Most children listen well and respond correctly to greetings and instructions. The majority show an appropriate understanding of familiar Welsh words but offer very brief responses orally. They are familiar with a range of simple songs and nursery rhymes, know the words, and sing them enthusiastically. Children enjoy looking at books and most recognise their names in print. Most children make effective use of their marking skills to draw pictures, illustrate their stories and copy words.

Most children make appropriate use of their basic number skills in everyday activities. They count to ten correctly and understand the value of numbers to at least three. Most sort objects by shape, size or colour correctly. They understand the meaning of mathematical terms, such as big and small, full and empty, one more, in practical situations. Most children can name basic two-dimensional shapes correctly. The majority begin to recognise the purpose of money during their role-play.

Most children's early information and communications technology (ICT) skills develop effectively. They make appropriate use of their investigation and problem-solving skills in activities such as cooking, building in the outdoor area, and creating drawings for the display to present the story of the week. The majority of children use cutting, painting and gluing tools with good control.

Wellbeing: Good

All children settle well and become familiar with the setting's procedures quickly. They move confidently within the indoor and outdoor areas.

Children are happy and feel safe in the company of practitioners and are willing to ask for help. Nearly all children have positive attitudes towards learning. The majority of children are happy to make choices and become independent learners. They concentrate and persevere for appropriate periods of time to complete their tasks. They behave well.

Most children have an appropriate awareness of the importance of healthy eating and exercise. They take increasing responsibility for their personal hygiene and understand the importance of washing their hands regularly.

Most children take on responsibilities, such as helper of the day and tidying up after activities, conscientiously. They use their social skills effectively in different contexts, such as contributing to concerts and celebrations organised in the setting and in the village. They extend their skills further through participating in events that take place

in the wider community, such as the National Eisteddfod, and sports and recreation activities organised by Mudiad Meithrin and other agencies.

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

The practitioners plan thoroughly to provide interesting experiences across the six areas of learning. Activities are based on a series of themes that are appropriate to the children's age range and stage of development. All practitioners are involved in the planning sessions, which ensures the best use of their skills and interests. There are good opportunities for children to contribute to the planning by suggesting topics or activities. They record their ideas effectively in the form of pictures, which are displayed and shared with other children.

There is appropriate provision to promote children's literacy and numeracy skills through daily experiences. There are purposeful opportunities for children to listen to stories, learn the letter of the week, sing songs and rhymes, and use their marking skills. There is effective use of labels around the room to foster children's understanding that written symbols convey meaning. There are productive opportunities for children to count and discuss numbers during circle time and in their play. At times, however, the planning does not given enough attention to strengthening children's Welsh oral and number skills.

There are purposeful opportunities for children to use their ICT skills and to develop their investigative, creative and physical skills. They include experiences such as looking for shapes and numbers in the sand tray, placing numbers in sequence on the clothes line, investigating animal sounds, experimenting to see how ice melts, and cooking different foods.

Children's awareness of the traditions and celebrations of Wales is developed effectively through appropriate activities that include celebrating St. David's Day and St. Dwynwen's Day. There is suitable use of visits and visitors to support the learning. For example, the visits to the post office and the church develop children's awareness of some of the features of their local area appropriately.

Teaching: Good

Practitioners have a sound knowledge of child development and the Foundation Phase. They make purposeful use of a range of teaching methods, including individual and group work. Activities are prepared and organised in detail. There is an appropriate balance between activities that are chosen by the children and activities that are led by practitioners. On occasion, however, focused activities do not cater fully for the learning needs of children of a range of ability.

The programme of activities develops at a good pace. There is effective use of all indoor and outdoor facilities to provide regular opportunities for children to learn through play and be active in their learning.

The practitioners establish a close working relationship with the children which encourages them to participate and enjoy their learning. They communicate consistently with children and use effective questioning techniques. At times, however, relevant vocabulary and Welsh phrases are not reinforced regularly enough during activities.

The practitioners know the children well and are aware of their overall development and learning needs. They assess their progress effectively through observation and discussion with individual children, and note significant information. There are regular opportunities for practitioners to share observations and plan the next steps in the learning. There is productive use of this information to set individual targets for children.

Parents are appropriately informed about their children's progress and development through informal discussions and the opportunities to discuss samples of their work. Practitioners provide parents with written reports of good quality every half term.

Care, support and guidance: Good

There are comprehensive arrangements to support children's health and wellbeing including the implementation of relevant policies. Practitioners are caring and supportive of all children. There are purposeful opportunities to promote children's awareness of the importance of healthy eating and exercise. Being part of the initiative Designed to Smile, for example, successfully promotes good practice in helping children to take care of their teeth.

Good quality experiences promote children's personal development, including their spiritual, moral, social and cultural development, effectively. Values, such as fairness and an understanding of right and wrong, are promoted constructively through daily activities. The opportunities to learn and offer prayers and to take part in celebrations, such as harvest and Christmas, contribute appropriately to children's spiritual and moral development.

There are productive opportunities to develop children's awareness of the wider world, including other people, their cultures and celebrations. They include tasting and cooking different foods associated with other countries and taking part in activities such as celebrating the Chinese New Year and the festival of Divali.

There are well established and constructive arrangements for supporting children with additional learning needs. The clear lines of communication with key agencies, such as children's support services and speech therapists, ensure appropriate advice and support for practitioners.

The setting's arrangements for safeguarding meet requirements and give no cause for concern. Risk assessments are carried out appropriately.

There are worthwhile opportunities for children to learn about sustainability and the importance of caring for all living things. They include growing plants, learning about animals, and taking part in a range of recycling and composting activities.

Learning environment: Good

The setting's ethos creates a happy and welcoming atmosphere for all children. It is an inclusive community where all children have equal access to all the learning experiences. Practitioners consider and value children's diverse backgrounds and respond appropriately.

The building provides facilities of very good quality. It is clean and secure. The outdoor area includes a hard surface play area, green space, and purposeful investigation areas. There is effective use of the space available by organising activity areas in the classroom and in the outdoor area. The attractive displays of children's work support the learning further.

The setting has enough resources of good quality in all areas of learning. They are accessible to children which promotes independent learning effectively.

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

The leader provides strong direction to the setting's work. Daily sessions are well structured. Each member of staff has a clear role that reflects their skills and interests. This includes leading art activities, cooking, building and storytelling sessions. All practitioners share common values and a commitment to children's development and wellbeing. They are aware of their responsibilities and work effectively as a team. Suitable policies are implemented appropriately.

The management committee is a small team but is supportive of the setting and the practitioners. Members of the committee meet regularly and give appropriate attention to the setting's current needs. However, the committee's role in evaluation and forward planning is underdeveloped.

There are appropriate procedures for evaluating the practitioners' work and identifying their further professional development needs. They are carefully co-ordinated by the leader.

The setting gives appropriate consideration to national and local priorities, including implementing the Foundation Phase, promoting healthy eating and developing children's Welsh language skills.

Improving quality: Good

The leader has a good understanding of the setting's strengths and the main areas for improvement. She evaluates the provision appropriately by observing practice, analysing children's development records and discussing with other practitioners. The daily meetings to discuss the session's programme and the feedback session at the end are useful opportunities to evaluate aspects of the provision. There is suitable attention in the planning framework to identifying and recording the next

steps in the learning, for example children's skills. The attention to aspects of teaching is an area that is developing.

Practitioners have completed a balanced self-evaluation report based on a detailed review of the provision. There is a range of suitable evidence to support the conclusions. The development plan derived from this includes appropriate targets for the further development of the setting together with a timetable and specific responsibilities. Improvements can be seen in areas such as planning activities and developing the outdoor learning area.

Aspects of provision are monitored and discussed regularly with the local authority link teacher. Detailed guidance is offered and appropriate strategies are implemented. The implementation of new policies and guidelines are discussed further with the Mudiad Meithrin officer. The leader seeks the views of parents appropriately through discussion and through questionnaires. There is constructive use of discussions with the primary school staff on issues such as new materials.

Partnership working: Good

The constructive collaboration with a range of partnerships contributes effectively to children's development and wellbeing. There is a good relationship with parents and they receive relevant information through the notice board, newsletters and the open days that are organised by the setting. Practitioners are regularly available to meet with parents at the beginning and end of each session.

The constructive working relationship with the chairman of the management committee, the local authority link teacher and Mudiad Meithrin officer contributes to the further development of the setting. There is a successful partnership with a range of agencies to support children and their parents as necessary.

There are productive links with the local primary school through visits by the children, discussions with staff and the opportunities for children to attend concerts and events organised by the school. This partnership promotes a smooth transition for children to the next stage in their education.

The setting has beneficial links with the community. For example, there is successful use of links with local agencies and organisations to support activities to raise money for the setting and for charities.

Resource management: Good

The setting is appropriately staffed. There is purposeful use of practitioners' time and experience to ensure effective care and support for children. There is constructive use of resources, the building and facilities to support teaching and learning.

Practitioners have attended suitable courses on a range of aspects relating to the education and care of young children. They make positive use of the training received in areas such as provision for children with additional learning needs. The arrangements for practitioners' further professional development give good attention to the needs of children as well as the needs of practitioners. There is effective

support for practitioners who wish to gain additional qualifications in the education and care of children.

The leader has a clear understanding of the budget and the management committee prioritise spending according to the needs of the setting. Additional funds are raised through the hard work of practitioners, the management committee, parents, and the community.

Given the quality of leadership, the learning experiences and the care and support for children, the setting offers 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.	21	19 90%	2 10%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	21	20 95%	1 5%	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.	21	21 100%	0 0%	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.	21	20 95%	0 0%	0 0%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	1%	0%		
Children behave well in the setting.	21	17 81%	4 19%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	27%	0%	0%		
Teaching is good.	21	21 100%	0 0%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		79%	18%	0%	0%		
Staff treat all children fairly and with respect.	21	21 100%	0 0%	0 0%	0 0%	0	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.	21	19 90%	2 10%	0 0%	0 0%	0	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.	21	21 100%	0 0%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	20	15 75%	5 25%	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.	20	17 85%	3 15%	0 0%	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.	21	20 95%	1 5%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	20	16 80%	2 10%	1 5%	0 0%	1	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.	20	17 85%	3 15%	0 0%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		71%	24%	1%	0%		
There is a good range of activities including trips or visits.	21	18 86%	3 14%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		62%	30%	4%	1%		
The setting is well run.	20	20 100%	0 0%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

The reporting inspector –

Dorothy Morris	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.