



*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 Henblas  
Y Caban  
Ysgol Henblas  
Llangristiolus  
Anglesey  
LL62 5DR**

**Date of inspection: March 2015**

**by**

**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:

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

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## Context

Cylch Meithrin Henblas meets in a cabin in the grounds of Ysgol Henblas in the village of Llangristiolus in the county of Anglesey. The setting provides Welsh medium education for children in the local area.

The playgroup is registered to take 15 children per session. Children who attend the setting are aged between two and a half and four years old. There are currently 25 children on the register. Twenty children receive local authority funded education at the setting. The playgroup provides morning and afternoon sessions, Monday to Thursday.

Many of the children come from homes where one or both parents speak Welsh. English is the home language of a few of the children. There are no children with additional learning needs currently attending the setting.

There are two permanent members of staff, who are both suitably qualified and experienced in working with young children. The leader has been in post since 2006.

The playgroup was last inspected by Estyn in February 2009 and by the Care and Social Services Inspectorate Wales (CSSIW) in November 2014

## Summary

<b>The setting's current performance</b>	<b>Good</b>
<b>The setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The setting is good because:

- Nearly all children make effective progress during their time in the setting
- Most children achieve good standards across all areas of learning
- Nearly all children enjoy coming to the setting and are happy and well settled
- The setting provides a rich range of learning experiences including interesting visits from members of the local community
- Practitioners are exceptionally good language role models
- Nearly all children have valuable opportunities to learn how to stay healthy
- Practitioners make good use of the available space and arrange worthwhile visits in the local area

### Prospects for improvement

Prospects for improvement are good because:

- Leaders manage the setting well and work together effectively as a team
- They have a good understanding of the setting's strengths and areas for improvement
- Leaders focus well on developing children's literacy, numeracy and Welsh language skills
- There is a good track record of improving standards and provision for children
- Leaders work effectively with other agencies, welcoming advice and support
- Funding is used effectively to support children's learning

## Recommendations

A1 Improve children's thinking and problem solving skills

A2 Strengthen communication with parents and carers

A3 Develop opportunities to learn from other settings and share good practice

### **What happens next?**

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

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Most children achieve good standards in line with their age and stage of development during their time in the setting. They make consistent progress and show good recall of things they have learned previously. For example, they know nursery rhymes well, such as 'lâr fach wen', and recall the story of 'Cywion Rebeca'.

Most children's communication skills are developing well. They listen and carry out instructions successfully, such as when collecting specific items from under a parachute. Most children talk confidently in their home language during their play, for example discussing how many chicks are in the nest. Children who are learning Welsh are developing their speaking skills appropriately. Nearly all children listen attentively and show interest in stories. They handle books carefully and turn the pages correctly. Many children recognise their own name in written form on their snack mats and during registration. Most children use a range of mark-making tools independently with increasing control, such as when they paint chicks and daffodils for their display. A majority of the older children form letters correctly and write their names confidently.

Nearly all children participate enthusiastically in learning number songs and rhymes such as 'Pump Robin Goch'. Many count confidently to 10 and a majority recognise numbers up to at least 5. Many children sort familiar objects accurately by colour and size, and use mathematical language correctly when making big circles with their ribbons during outside activities. A majority exchange pennies for Easter eggs accurately in their role-play, showing that they understand the use of money.

Most children have well-developed physical skills. They thread wooden fruit onto laces and sew round cards skilfully. They pedal the tractors and balance with increasing expertise. A few children are beginning to solve problems, such as when completing jigsaws. However, children's thinking and problem solving skills are generally less well developed.

#### Wellbeing: Good

Nearly all children enjoy coming to the setting and are happy and well settled. They relate well to one another and have warm relationships with the practitioners. They ask for help when they need it.

Most children are confident and enthusiastic about their learning and concentrate on their tasks for a worthwhile length of time. For example, they persevere well and co-operate effectively to build a tower with interconnecting blocks.

Most children behave very well in the setting. They develop worthwhile relationships with each other, showing consideration and self-control, such as when they wait their turn to choose a musical instrument. Many children share and take turns suitably. For example, they share a fishing net well to scoop up ducks in the water tray.

Nearly all children make confident choices about where they want to play and use resources appropriately.

Most children understand that they should wash their hands before eating. They participate enthusiastically in activities to help them keep fit, such as dancing with ribbons, and they enjoy eating fruit at snack time.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

Practitioners work together effectively to plan an interesting range of rich learning experiences that successfully engage most children in the setting. They meet children's needs at different stages of development well, consistently providing activities that are more challenging for the more able children. For example, they choose books with extended story lines and richer vocabulary for the older children.

The setting provides worthwhile opportunities for children to develop a better understanding of the world in which they live by following appropriate themes, such as 'Autumn' and 'Spring'. They organise very valuable visits within the local area and from members of the community to introduce new themes and topics. For example, a visit from a local builder stimulated children's interest in construction. Practitioners help children understand that they should treat all living things with care, respect and concern effectively. For example, they prepare food for the birds and grow potatoes in their raised bed. Children have valuable opportunities to experiment with new experiences, such as when they cook and eat lobsgows and explore the properties of ice. However, children have fewer opportunities to take risks and to develop their thinking and problem solving skills.

Practitioners plan effectively to develop children's communication, literacy and numeracy skills. For example, they identify specific vocabulary to go with each theme to ensure that children's communication skills develop systematically. They celebrate and learn about their own heritage and those of other cultures meaningfully. For example, they sing new and traditional songs with a visitor from the local community to celebrate St David's Day.

### **Teaching: Good**

Practitioners have a sound knowledge of Foundation Phase requirements. For example, they understand the importance of providing opportunities for children to learn through play and first hand experiences. They have high expectations of the children and plan activities that challenge the more able children well. They generally provide a good balance between child selected and practitioner led activities that meet individual children's needs effectively. However, on a few occasions, younger children do not have sufficient opportunities to explore freely. Practitioners manage children's behaviour well. They follow a consistent routine and make good use of praise and encouragement to help children share, take turns and follow instructions.

Practitioners are exceptionally good language role models, sharing a rich vocabulary with the children through their speech, their choice of stories and their use of traditional songs and rhymes. They are developing their questioning skills appropriately to support children's learning. They offer a stimulating and interesting environment indoors and make good use of their outdoor space and the local community. As a result, children participate well, make good progress and enjoy their time at the setting.

The setting uses an appropriate system to assess and track children's progress across all areas of learning. They are beginning to use this effectively to plan children's next steps in learning. Practitioners report formally to parents about their children's progress in an annual meeting and pass on an informative and attractive record of the children's work when they leave the setting. There is also an open invitation for parents to make an appointment to discuss their children's progress at any time during the year.

### **Care, support and guidance: Good**

The setting has effective arrangements to support children's health and wellbeing, and to encourage them to take care of themselves. For example, practitioners encourage children to put on their coats and wash their hands before eating. They offer children fruit, toast and milk to drink at snack time. Children have regular opportunities to exercise and spend time in the fresh air.

Practitioners provide worthwhile learning experiences, which foster children's spiritual, moral, social and cultural experiences positively. For example, children learn important social skills such as responding to instructions, sitting at a table and saying thank you for their food as part of their daily routine. They begin to learn about other cultures effectively when they celebrate Chinese New Year. Practitioners encourage important values such as fairness, respect and a sense of right and wrong successfully. For example, they help children to recognise the importance of being fair while taking turns on the tractors outside. Suitable arrangements are in place for children to learn about the importance of recycling materials, such as waste paper.

The setting has an appropriate range of policies in place to safeguard children and promote their wellbeing. Practitioners have recently received additional advice and support to ensure that they understand how to follow procedures effectively. As a result, the setting's arrangements for safeguarding children meet requirements and give no cause for concern.

There are suitable systems to support children with additional needs and the setting accesses additional support from specialist agencies as required.

### **Learning environment: Good**

The setting has a warm, welcoming, and inclusive ethos. Practitioners show care and concern towards all children and ensure that they have equal access to activities. They also encourage children to develop tolerant attitudes and to learn to co-operate with one another in their play. The setting has sufficient suitably qualified practitioners to meet the requirements of the Foundation Phase.



The indoor environment is secure and well maintained. It is bright and welcoming and the setting makes good use of the space available. Practitioners prepare attractive and stimulating displays that celebrate children's work and support their themes effectively. The setting provides a good variety of interesting and appropriate resources for the children to use, which are well organised and accessible. They have recently renewed resources in some areas, such as the book corner. This has had a positive impact on children's learning experiences. The setting is developing its secure outdoor area well and has appropriate resources for children to use there. For example, there is a well-established area for investigating mini beasts and a raised bed for growing vegetables. However, there is insufficient room for children to develop their physical skills fully.

The setting makes very good use of the local environment to enrich children's learning experiences. For example, they visit a nearby smallholding to see the sheep and lambs and go for regular walks to notice changes in the seasons.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

Leaders manage the setting well. They form a close-knit team, sharing a strong sense of purpose and working together intuitively and very effectively. They create a happy and purposeful environment where children feel valued. Leaders have high expectations of themselves, which leads to a good standard of care and education in the setting.

The registered person and the committee provide valuable support, which contributes effectively to the smooth running of the setting. The management committee meets regularly to discuss important issues such as the upkeep of the building and purchase of resources. There are appropriate processes in place to manage the performance of practitioners. Leaders use these well to identify support needs, such as providing more time for planning activities and completing assessments. As a result, children benefit from good quality learning experiences.

Leaders pay good attention to local and national priorities. They ensure that there is a strong focus on developing children's literacy and numeracy skills as well as ensuring that they have good opportunities to learn about healthy living.

### **Improving quality: Good**

Practitioners have a positive commitment to continuous improvement. They successfully identify strengths and areas for development in their practice, and act on these effectively.

Leaders make good use of a new self-evaluation process to help them to identify strengths and areas for development. They have used this information successfully to form a helpful improvement plan that includes appropriate targets and opportunities to evaluate progress. Leaders are making suitable progress towards achieving the targets, such as improving children's independence skills at snack time. They prioritise the spending of funds well. For example, leaders purchased new resources for the book corner as part of last year's plan in order to improve

provision. As a result, children enjoy using this area, developing their pre-reading skills effectively. Leaders share their self-evaluation document and improvement plan appropriately with the management committee, securing their support in working towards specific targets. However, although leaders generally know their setting well, they are not consistently successful in identifying the views of all parents when planning for improvement.

Leaders work well with other agencies such as the local authority support teacher and CSSIW. They are open to new ideas and are willing to act on recommendations. For example, they followed advice from the local authority support teacher to ensure that they provide activities that meet the needs of children at different stages of development. Leaders acted immediately on advice following their recent CSSIW inspection, improving safeguarding procedures effectively.

### **Partnership working: Good**

The setting has developed a worthwhile range of partnerships that contribute effectively to children's achievements and wellbeing.

Practitioners make many useful efforts to share information with parents. All parents receive a comprehensive induction booklet when their children start at the setting. Leaders regularly display written information about the themes the children are following and offer an open invitation to parents to find out about children's progress informally. They also report to parents formally about their children's progress at the end of each year.

Practitioners use community links very effectively to support children's learning. They regularly invite visitors to the setting to introduce a new theme. For example, a local builder recently came to talk to the children about using bricks and cement, and the post-man helped them understand about posting and delivering letters. The setting has a suitable relationship with the Ti a Fi group and the adjacent primary school. Children visit the local primary school during the summer term to help prepare them for the next stage in their education. The constructive partnership with the local authority's advisory teacher, Mudiad Meithrin's development officer and CSSIW helps with continuous improvement in the setting.

### **Resource management: Good**

Well-qualified practitioners with many years' experience of working with young children run the setting effectively. They make good use of their individual expertise to enhance children's learning experiences, such as knitting woollen eggs and chicks as props to help improve their language, counting and sorting skills.

Practitioners access a suitable range of useful training to keep up-to-date and build on their skills. For example, recent self-evaluation training has improved their understanding of the process involved and led to a more regular review of progress. However, practitioners have not yet had opportunities to learn from other settings or share good practice.

The management committee ensures that it keeps the budget under close review. It prioritises spending according to the setting's needs and uses funds efficiently to ensure that the group remains sustainable and to support children's learning.

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

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.

	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.	20	14 70%	4 20%	1 5%	0 0%	1	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	21	15 71%	6 29%	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	16 76%	4 19%	0 0%	0 0%	1	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	12 57%	6 29%	1 5%	0 0%	2	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	1%	0%		
Children behave well in the setting.	21	13 62%	5 24%	0 0%	0 0%	3	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	27%	0%	0%		
Teaching is good.	21	13 62%	5 24%	1 5%	0 0%	2	Mae'r addysgu yn dda.
		79%	18%	0%	0%		
Staff treat all children fairly and with respect.	21	14 67%	5 24%	0 0%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		82%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	20	8 40%	7 35%	0 0%	1 5%	4	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.	20	16 80%	4 20%	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.	19	6 32%	5 26%	0 0%	0 0%	8	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		64%	25%	1%	0%		
I am kept well informed about my child's progress.	20	5 25%	6 30%	7 35%	1 5%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	6%	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	12 57%	6 29%	3 14%	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.	21	11 52%	7 33%	1 5%	0 0%	2	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.	21	10 48%	8 38%	1 5%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		70%	24%	1%	0%		
There is a good range of activities including trips or visits.	21	11 52%	5 24%	4 19%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		62%	30%	4%	1%		
The setting is well run.	21	14 67%	4 19%	2 10%	0 0%	1	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

## Appendix 2

### The reporting inspector

Sheila Margaret Birkhead

Reporting Inspector

### Copies of the report

Copies of this report are available from the setting and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

## Glossary of terms

<b>Areas of Learning</b>	<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"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<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>
<b>Foundation Phase</b>	<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>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
<b>Mudiad Meithrin</b>	<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>

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