



A report on

**Cylch Meithrin Llanberis and Nant Peris
Y Ganolfan
Llanberis
Gwynedd
LL55 4NT**

Date of inspection: February 2015

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 Llanberis and Nant Peris is a setting in the village of Llanberis, in the Gwynedd local authority. It meets in 'Y Ganolfan' on the outskirts of the village. The setting is open for four days of the week. The setting has three members of staff.

The setting is registered to take up to 16 children. It admits children from two and a half to three years of age. At the time of the inspection, 12 children attended, nine of them funded by the local authority.

All the children are of white British origin. Many children speak Welsh as their first language. No children have additional learning needs.

The leader has been in post since November 2004. The setting was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in December 2014 and by Estyn in February 2010.

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 by the children;
- the children's positive attitudes towards learning;
- the learning experiences, which are planned well;
- the good support and balanced and interesting curriculum;
- the effective teaching;
- the good resources, apart from information technology;
- the purposeful use of Welsh, which has a positive effect on how the children learn the language; and
- the good relationship between adults and children.

Prospects for improvement

Although the management committee is very new, the setting's prospects for improvement are good because of:

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

Recommendations

- R1 Extend the provision and use of information and communication technology (ICT) equipment
- R2 Complete regular assessments to record children's progress from their start points
- R3 Develop and enrich the resources and experiences in the outdoor area
- R4 Develop the role of the management committee

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 and numeracy skills. Nearly all children discuss ideas with other children and adults confidently and they listen carefully to each other when discussing a story at the start of the session. Most children discuss colours sensibly when using chalk and paint. They also talk confidently and accurately about equipment needed to prepare a cake. Individuals offer sensible suggestions to adults when they take on a responsible role in a group.

Most children sit quietly when listening to the introduction of a task. They join in enthusiastically when discussing these stories or while singing songs and 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 with each other and adults.

Most children develop their early writing skills effectively through mark making and painting. They have a sound understanding of the purpose of writing and they discuss the purpose of mark making meaningfully. Very few children are beginning to form the letters of the alphabet and numbers with support in fairly recognisable forms, when handling pencils and crayons.

Nearly all children are developing sound numeracy skills. Most can count to ten with confidence and the minority of children identify and name numbers up to five accurately. Around half the children use a good range of mathematical language together whilst playing. For example, they describe toys and objects as 'small' and 'big', 'heavy' and 'light', when playing with dough and weighing fruit. They also use numbers practically and successfully when discussing 'smaller than' and 'bigger than', 'high' and 'low', and when comparing two and three-dimensional shapes, which are flat or round.

Most children group different types of objects correctly by colour, size and shape. They use money in the correct context when buying different fruits in the shop. Many children understand clearly how to organise fruits in order from biggest to smallest.

Nearly all children know what to do when they are given instructions in Welsh and most children use Welsh without being prompted. The children do not use ICT equipment confidently because of the lack of information technology equipment.

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 and quickens your heart.

Most children have a good attitude towards learning. They participate enthusiastically in all experiences that are offered to them. Most children listen attentively to one another and to staff. They are well behaved. They participate fully in all activities and concentrate and persevere for appropriate periods. Most children make sensible decision for themselves, for example when asking to go to the toilet and taking their turn to use equipment.

Most children relate well to each other and with adults and visitors. They are polite and considerate of other people's needs and share resources voluntarily. They suggest ideas about what and how they will learn through discussions with the staff. As a result, most 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 interesting opportunities available to all children to develop their skills across the curriculum. This includes appropriate opportunities to develop the children's early writing and numeracy skills.

The leader prepares the planning and discusses it with the staff. The planning is based on the theme's activities. 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 well and are shared in detail with the focus groups. Sensible 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 good. Provision for developing children's ICT skills is adequate. There are not enough opportunities available for the children and there is a lack of ICT resources in the setting. Children have many opportunities to develop their thinking skills through interesting activities such as role-playing when buying fruit, experimenting with water and sand, preparing a cake for birds, 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. Suitable 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 and stories from Africa. Such 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 positive relationship between all staff and children. The planning makes the best use of the staff's expertise. Generally, the teaching is stimulating. The staff 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 have good opportunities to share experiences in all of the available activities.

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 model good language 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 not stimulating and the outdoor area is not used purposefully.

Suitable assessment procedures exist. The records of children's achievements are completed efficiently. However, staff do not complete regular assessments with enough detail that record children's progress from their start points. 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 lake, the village and the slate centre. The use of 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 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 food. This begins to develop their understanding of sustainability effectively. However, the outdoor area is not used well, which affects the children's opportunities to learn about planting and growing plants.

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 appropriately 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 leader is the additional learning needs co-ordinator. She is 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 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 not used at the moment because of recent storm damage. Therefore, there are no current opportunities available for the children to grow plants.

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. The leader and staff plan purposefully to provide interesting experiences for the children. The setting gives good consideration to national priorities.

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 is new and has not had time to establish itself securely. It is beginning to give appropriate consideration to legislation and its management systems meet requirements. Therefore, the contribution of the management committee is developing and it is a target to improve for the setting.

Improving quality: Good

Leaders and staff know the setting well. They know what they are doing well and what they need to do to improve. The setting self-evaluates efficiently. It ensures effective links between the self-evaluation and the development plan's targets. There is sound evidence of helpful evaluations and the effect of outside agencies on the process. The appropriate targets include developing provision for information technology, developing the outdoor area, refining the assessment, monitoring the teaching and improving the role of the management committee.

The setting evaluates areas for improvement effectively against responsibilities and timescales in the development plan. Staff are keen to accept new ideas and to experiment with different ways of working which are suggested by the local authority's advisory teacher and Mudiad Meithrin. For example, recent training has improved the teaching and the areas of learning and has ensured effective self-evaluation. This has strengthened the understanding of all staff of these areas and has a positive effect on children's learning and wellbeing.

Partnership working: Good

The parents and carers, in the questionnaire replies and during discussions, express their satisfaction with the setting. They appreciate the standards of care and the quality of education available. They value the open door policy and the opportunities to meet staff on a daily basis. By the time the children leave the setting; all parents feel that they are well prepared for the next stage in their education. The links with the local school, the Mudiad Meithrin and the local authority are good.

The support provided by the staff of the local authority and the Mudiad Meithrin benefits the setting greatly. The advice and suggestions have helped in moving the setting forward and have contributed to good standards, effective provision and purposeful leadership.

Resource management: Good

Leadership is strategic and plans for the future. Apart from information technology, resources are managed well to support learning and improvements at the setting. The leader and the management committee ensure that the setting has sufficient staff with appropriate qualifications and training. The management committee and staff use support agencies purposefully for the sake of the children.

The staff work together effectively to improve children's achievements. Sensible use is made of all the available resources. They are accessible to the children. The staff make good use of the building to provide a range of interesting learning experiences. The provision and enthusiasm of the leadership means that 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.	10	8 80%	2 20%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	10	8 80%	2 20%	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.	10	8 80%	2 20%	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.	10	8 80%	2 20%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	1%	0%		
Children behave well in the setting.	10	4 40%	5 50%	0 0%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	27%	0%	0%		
Teaching is good.	10	7 70%	3 30%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		79%	18%	0%	0%		
Staff treat all children fairly and with respect.	10	7 70%	3 30%	0 0%	0 0%	0	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.	10	6 60%	4 40%	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.	10	8 80%	2 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.	10	4 40%	2 20%	0 0%	0 0%	4	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		64%	24%	1%	0%		
I am kept well informed about my child's progress.	10	7 70%	2 20%	1 10%	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.	10	9 90%	0 0%	1 10%	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.	10	3 30%	6 60%	1 10%	0 0%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		62%	30%	3%	0%		
My child is well prepared for moving on to school.	10	5 50%	4 40%	0 0%	0 0%	1	Mae fy mhentyn 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.	9	3 33%	5 56%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		61%	31%	4%	1%		
The setting is well run.	10	8 80%	2 20%	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.