



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 Llanengan
Y Ganolfan
Llanengan
Gwynedd
LL53 7LL**

Date of inspection: January 2015

by

**Mr Eifion R Morgan
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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Context

The Cylch Meithrin is a Welsh medium setting based in the community hall in the small village of Llanengan near Abersoch in Gwynedd. Children attend from the age of two years and continue their education in one of several primary schools in September following their third birthday.

Children attending come from the surrounding rural area. About half are from homes where Welsh is spoken and the others from homes where one parent is Welsh speaking. No child is identified as having additional learning needs and none are from an ethnic background.

The setting is registered to take up to 16 children in any session. There are currently 13 children on roll, three of whom are aged three years and are funded by the local authority.

There are two permanent members of staff and during the inspection a student was present from the “Cam wrth Gam” training course. The leader has been in post since September 2013 and her colleague since September 2012.

The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in November 2014 and by Estyn in April 2018.

Summary

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

Current performance

The setting's currently performance is good because:

- the quality of relationships between all practitioners and children is very good and based on respect and affection;
- all children behave very well and show good attitudes to learning;
- practitioners have a thorough awareness of the needs of every child;
- all children benefit from a wide range of opportunities for them to develop independence and responsibilities;
- practitioners provide a range of rich experiences that appeal to children and motivate them;
- the setting is a safe environment where children are well cared for; and
- all children are encouraged to eat and drink healthily and to take regular exercise.

Prospects for improvement

The setting's prospects for improvement are good because:

- the leader has shown the ability to bring about improvement;
- practitioners work very well as a team with a clear focus on raising and maintaining high standards;
- the setting has responded very well to advice resulting in improved provision for children;
- the setting has established very effective relationships with support staff from the local authority and Mudiad Meithrin; and
- the management committee is very supportive of the setting and recognises the improvements that have taken place recently.

Recommendations

R1. Continue to develop planning for children's learning experiences that is well matched to children's ages and ability.

R2. Ensure that the setting's development plan prioritise targets for improvement focused on children's outcomes.

What happens next?

The setting will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the setting's progress.'

Main findings

Key Question 1: How good are outcomes?

Standards: N/A

There is no report on children's progress, standards in their skill development and the Welsh language. This is because there were not enough relevant children present at the time of the inspection to report upon without identifying individual children.

Wellbeing: N/A

There is no report on children's wellbeing. This is because there were not enough relevant children present at the time of the inspection to report upon without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Adequate

Learning experiences are generally of a good quality but are not sufficiently focused on the age and abilities of the children, particularly the older and more able children. Planning is detailed and incorporates worthwhile opportunities for children to make choices, to work independently and to take responsibility. Practitioners plan well for a good balance between child-initiated and adult directed activities.

The setting provides children with valuable and worthwhile opportunities to develop their literacy, numeracy and IT skills. For example, all children sit attentively during registration time and recognise their names during self-registration. All children enjoy partaking in songs and rhymes and count the children present in the session. Children use number purposefully in their activities, such as when using toy cash registers and all are familiar with digital equipment, such as mobile phones. All children, in turn, move pictures on a computer screen.

Provision for developing children's Welsh language skills is generally good. All practitioners use Welsh naturally as the medium of communication and about half the children are fluent Welsh speakers. The remaining children have a reasonable understanding of the language but do not always have sufficient opportunities to use the language at their level of competence.

Children have appropriate opportunities to learn about Welsh culture and traditions through celebrating St. David's day and by making visits to the locality, including the local church. Such visits are well planned to enrich children's learning.

Teaching: Good

The quality of relationships between all practitioners and children is very good and based on respect for each other and affection. Practitioners manage children's behaviour very well and in a consistent manner. All children are valued as individuals and staff are responsive to their needs.

Practitioners have high expectations of children and these are very largely achieved in practice. Teaching sessions proceed at a good pace and this is effective in maintaining children's interest and motivation. Play areas are used imaginatively. Children are given appropriate time to work independently or in small groups but never ignored, and staff intervene when necessary. Such times as these enable children to develop their thinking skills, their decision making skills and their independence.

All practitioners are good language models, question and converse with all children regularly and praise good behaviour.

The setting has developed attractive individual child profiles which provide parents with a record of their child's achievements. Recently introduced formal assessment record booklets indicate children's skill development and these are a useful record of children's progress, their strengths and areas for development. However, this information is not sufficiently used in planning the learning experiences so as to ensure that work is well matched to individual children's age and ability.

Parents are kept well informed about their child's progress through informal and formal meetings and the end of year records of achievement.

Care, support and guidance: Good

The setting has effective arrangements for ensuring children's care, support and guidance that impact well on children's standards and wellbeing.

The setting is a happy and homely community that provides children with a warm and welcoming learning environment.

Effective procedures are in place to ensure that children eat and drink healthily and take regular exercise. Children's understanding of sustainability is developing with children being aware that paper and waste fruit from their snacks is being recycled.

Learning experiences promote children's spiritual, moral, social and cultural development well. Consistent emphasis is placed upon values such as honesty, fairness and respect. Children fully appreciate what is expected of them in terms of behaviour and they act accordingly.

Children's social skills are developed effectively such as during snack time when children take responsibility for handing out place mats and plates. They help with clearing away and tidying up.

The setting has appropriate arrangements for promoting and safeguarding children. Doors are kept locked ensuring that no one can enter or leave unannounced. Staff have attended relevant courses and policies and procedures for ensuring children's wellbeing are in place. The setting's safeguarding arrangements comply with requirements and are not a cause for concern.

No child has been identified with additional learning needs.

Learning environment: Good

The setting is a caring, supportive community where all children are respected and treated equally. Practitioners are sensitive to children's needs and respond positively, welcoming every child as they arrive. Welsh customs and traditions are celebrated and the study of other cultures is planned.

The setting has enough suitably qualified and experienced staff to deliver the Foundation Phase curriculum successfully. There is a sufficient supply of resources which are well matched to children's needs. The accommodation is secure and well maintained. Displays of children's work enhance the learning environment.

There is no suitable outside play area but appropriate use is made of the community for visits.

Key Question 3:How good are leadership and management?

Good

Leadership: Good

The leader provides effective leadership for the setting. Since her appointment, she has successfully improved the quality of provision for the children and created a learning environment that provides very well for children's educational and personal development. The leader has benefited substantially from the advice and support of the local authority and Mudiad Meithrin. Her vision for the setting is shared with her colleague and together they are committed to providing the best possible experiences for the children. They work together very well as a team with a clear sense of purpose.

Day-to-day management is good and ensures that the children remain enthusiastic and committed to their tasks. Children know the established routines very well. The leader monitors the provision well and both practitioners are eager to take advantage of opportunities for continuous professional development.

Local and national priorities are incorporated well in the curriculum with good emphasis given to developing children's skills and a healthy life style.

The management committee is fully supportive of the setting and appreciative of the setting's recent improvement.

Improving quality: Adequate

The setting has a good understanding of the quality of its provision and the standards children achieve. The leader, following her recent appointment, is making good use of outside advice and help, and undertook a rigorous programme of self-evaluation and improvement. This has been successful and both practitioners are firmly focused on ensuring that all children achieve well, both in terms of their educational achievements and personal development.

Practitioners work together very well with a clear sense of purpose to fulfil the aims of the setting. During the inspection they were well supported by a student on placement.

The setting has identified areas for development but these are at an early stage of development. Targets for improvement are not prioritised and insufficiently referenced to improving children's standards and outcomes.

Partnership working: Good

The setting's partnership with the local authority's advisory teacher and Mudiad Meithrin staff is very effective and has contributed substantially to the improved provision and children's standards of achievement.

Partnership with parents is worthwhile. They value the care and concern shown by practitioners and are pleased with the progress their children make. Parents also, in conversation, are appreciative of the improvements to the educational provision that have taken place recently and are fully supportive of the setting.

Children visit the local community, but the small village offers limited opportunities to extend children's knowledge of how a community functions and the people that help them.

There are adequate informal partnerships with the local primary schools which support the children's move to full time education.

Resource management: Good

The setting has sufficient suitably qualified and experienced staff to support children's learning and to enable them to progress towards the Foundation Phase outcomes. The setting benefited from good support provided by a student on placement during the inspection.

The setting's staff manage resources well to support learning and recent improvements. Resources, in general, are well matched to support the teaching.

Staff co-operate well and support each other effectively and are eager to improve their professional expertise.

The management committee are very supportive and have successfully raised money recently to add to the setting's resources. The management committee ensures that spending is linked closely to the priorities for improvement.

Overall, taking into account the recent improvements, the quality of teaching, the care and support provided for the children, the setting is considered to provide good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

Appendix 2

The reporting inspector

Mr Eifion R Morgan	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.