



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 Llanybydder
Ysgol Gynradd Llanybydder
Llanybydder
Carmarthenshire
SA40 9RN**

Date of inspection: March 2015

by

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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

Cylch Meithrin Llanybydder meets in the community room at Llanybydder Primary School which is situated about seven miles south west of the town of Lampeter. The setting is open five mornings a week during the school term.

The setting is registered to take up to 20 children per session. Currently, there are 19 children aged two and a half and three years of age on the register. Eight receive funded early years education. Just over half the children come from homes where English is the main language spoken. There are no children with additional learning needs. A few children are from minority ethnic backgrounds.

There are three members of staff. The leader was appointed to her current post in September 2013 and the assistant in November 2014. They are suitably qualified in the education and care of young children. The other member of staff is a student trainee.

The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in September 2014 and by Estyn in June 2009

Summary

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

Current performance

The setting is adequate because:

- The majority of children make appropriate progress from their starting point
- The children's personal and social development is good
- Most children make effective use of their creative and physical skills in activities such as singing, movement and art
- Most children have good attitudes to learning and behave well
- The inclusive ethos creates a warm and supportive environment for children
- Interesting experiences secure children's engagement and enjoyment in their learning
- The learning environment is colourful and attractive
- The outdoor learning area provides purposeful opportunities to develop children's skills

However:

- The majority of children's Welsh oral, numeracy and information and communication technology (ICT) skills have not developed sufficiently
- Curriculum planning procedures are not fully established to ensure the consistent development of children's skills
- There is not enough use of assessment outcomes in planning the learning

Prospects for improvement

The prospects for improvement are adequate because:

- Practitioners are committed to children's educational and personal development and work effectively as a team
- Practitioners respond positively to advice which ensures improvements in aspects of provision
- The comprehensive improvement plan promotes positive developments
- Partnerships contribute constructively to the setting's work

However:

- Recent initiatives are not sufficiently embedded to impact fully on provision to improve standards of achievement
- Setting leadership and management processes continue to develop
- There is not enough use of evaluation processes to identify and address areas that require attention
- The implementation of the setting improvement plan is at an early stage

Recommendations

- R1 Develop children's Welsh oral skills, number and ICT skills
- R2 Strengthen planning to ensure that children's skills are developed systematically
- R3 Ensure that activities that are led by practitioners provide children with appropriate challenge consistently
- R4 Embed assessment procedures and make greater use of the information obtained to assist planning
- R5 Develop evaluation procedures to identify and address areas that need attention to improve children's progress and achievement

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Most children listen well and respond accurately to instructions and greetings. A few children converse simply in Welsh using an appropriate range of vocabulary. The majority of the young learners show an increasing understanding of familiar Welsh words but offer very brief responses orally. Most children know an appropriate range of Welsh songs and rhymes and sing them enthusiastically. Children generally do not make enough use of the vocabulary they learn through these experiences independently in their activities. The majority of children show an interest in books and handle them correctly. They use marking tools appropriately in different media and a few children are beginning to write the capital letter in their names independently.

Most children can recite numbers to ten together and the majority can count up to three objects correctly on the whole. The majority of children can create different patterns and a few children use appropriate terminology, such as stripes and spots, to describe them. They recognise basic two-dimensional shapes, but have limited knowledge of the use of money. They understand some mathematical terms, such as big and small, in practical activities. Only a few children demonstrate a secure understanding of number when discussing their work. With support, children use their ICT skills appropriately to give directions to programmable toys, for example, and to take pictures of their findings during activities in the outdoor learning area.

Most children make effective use of their physical and creative skills in a variety of art activities including printing, drawing and painting. The majority make appropriate use of their thinking and problem-solving skills when looking for objects hidden in the outdoor area and investigating different sources of water.

Wellbeing: Good

The majority of children demonstrate a growing awareness of the importance of exercise and healthy eating. They enjoy taking part in physical activity, including movement and dance activities in the hall. They understand the importance of washing their hands frequently. Most children put on their coats independently for outdoor activities.

All children settle well in the setting. They are happy and feel safe in the company of adults. They readily ask for help and support. They play together co-operatively and behave well.

Most children have good attitudes to learning and are eager to participate in new experiences. Most persevere with their tasks for suitable periods of time and make appropriate progress in their ability to work independently.

Children's personal and social skills develop well. Most children take on responsibilities, such as 'helper of the day', assisting in the preparation of snacks,

and tidying up after activities, confidently. Their social skills and awareness develop effectively through daily activities, the opportunities to attend concerts and services organised by the school, and through contributing to community events such as the carnival. Attendance levels are generally good.

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

The improvements in planning methods are beginning to have a positive impact on the range of interesting experiences provided across the areas of the learning. Activities are based on a series of themes that are appropriate to the children's age range and stage of development. There are a few opportunities for children to contribute their ideas for activities.

There is appropriate use of the planning framework to identify skills and key activities for sessions. However, planning does not always pay enough attention to the systematic development of children's literacy, numeracy and ICT skills.

Daily activities provide suitable opportunities for children to use their literacy and numeracy skills. They include opportunities to listen to stories, sing songs and rhymes, discuss topics such as the weather, and use marking skills. However, very few children answer simple questions about these experiences spontaneously in Welsh. Activities develop children's understanding of mathematical aspects, such as pattern and shape, effectively. While there are some opportunities for children to count and discuss numbers, there is not enough structure in the provision to ensure that children develop a secure understanding of number. There are some productive opportunities for children to use specific ICT skills but there is not enough attention to developing children's skills consistently.

The practitioners develop children's awareness of the traditions and celebrations of Wales effectively through activities such as celebrating St. David's Day and St. Dwynwen's Day. Visits to the local shop and chapel for example, and the contribution of visitors, such as the nurse and local gardeners, contribute appropriately to children's learning experiences.

Teaching: Good

The practitioners have a sound knowledge of the Foundation Phase. They make appropriate use of a range of teaching methods and resources to lead and support the learning. There is an appropriate balance between activities that are chosen by the children and those that are led by practitioners.

Practitioners succeed in creating a happy and positive learning environment. They join in activities enthusiastically and use praise and encouragement effectively to support children's efforts. Activities are planned carefully and ensure the active involvement of children in their learning. The treasure hunt organised in the outdoor learning area providing productive opportunities for children to use their thinking and ICT skills is an example. Sometimes, however, the objectives and content of

activities that are led by practitioners are too broad to respond fully to children's learning needs.

The practitioners know the children well and use appropriate procedures to assess and track their progress. They observe children's responses regularly and record any significant developments. Recently, practitioners have begun to develop their processes including setting individual targets for children. Overall, the new procedures and the use of the information collected in planning the next steps in learning are at an early stage of development.

Practitioners provide appropriate feedback to parents about their children's development through informal discussions, informative written reports, and parents' meetings which are well supported.

Care, support and guidance: Good

The setting is a caring community with a close working relationship between adults and children. There are appropriate policies and procedures to support children's health and wellbeing. Children are encouraged successfully to eat healthily and to take care of their personal hygiene. The induction arrangements, along with regular contact with parents, ensure that children settle well in the setting.

There are suitable arrangements to support children with additional learning needs, when required. They include appropriate lines of communication with external agencies and specialist services, such as support services for children and speech therapists.

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

Learning experiences foster children's spiritual, moral, social and cultural development effectively. Values, such as the importance of caring for others and being kind, are fostered constructively through daily provision. Experiences, such as offering a prayer before snack, thanksgiving and Christmas celebrations, support children's spiritual development. Children's awareness of the wider world is developed appropriately through activities such as celebrating the Chinese New Year.

The setting provides appropriate opportunities for children to learn about sustainability and the importance of caring for all living things. They include growing and caring for plants, feeding the birds in the outdoor area, and participating in recycling activities.

Learning environment: Good

The setting is an inclusive community that provides equal access for all children to its provision. Practitioners consider and value the diverse backgrounds of children and respond appropriately. They create a warm and friendly environment for all children.

The setting has an appropriate number of suitably qualified practitioners to meet the

requirements of the Foundation Phase. There are enough resources in most areas of learning. Resources to promote children's number skills are more limited.

The building and site provide suitable facilities. Practitioners make full use of the space available in the classroom by creating various activity areas around the room. Samples of children's paintings and artwork contribute to creating a colourful and attractive environment. There is productive use of the school hall for a range of activities that promote children's creative and physical skills effectively. The outdoor learning area is a valuable resource for a range of activities including investigative activities. The building is clean and safe.

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

The leader demonstrates a sound commitment to her role. All practitioners share agreed values that are based strongly on children's development and wellbeing. They have a clear understanding of their responsibilities and work productively as a team. Relevant policies are implemented appropriately.

The leader is developing appropriate daily routines. On the whole, there is a clear structure to the sessions and they run smoothly. Setting planning and management processes continue to develop. For example, there is suitable use of staff meetings to discuss aspects of provision and general issues. However, there is not always enough attention to children's progress and standards of achievement. Practitioners are introducing new procedures appropriately, such as assessment processes, but they are not embedded sufficiently to impact the learning.

The management committee is supportive and has established good relationships with practitioners. The officers carry out their responsibilities conscientiously. The treasurer, for example, has attended further training to develop her knowledge of her role. There are appropriate procedures in place to appraise the work of practitioners and promote their understanding of their responsibilities.

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

Improving quality: Adequate

Practitioners have an appropriate awareness of the setting's main strengths. They make suitable use of the planning framework to identify learning skills that need to be developed and of a checklist to gain an overview of the provision to develop children's ICT skills. However, there is not a clear structure to identify and address areas that need attention to ensure improvements in children's standards of achievement.

The self-evaluation report provides an appropriate view of provision. The comprehensive improvement plan that emanated from this process identifies suitable

areas for improvement. The implementation of the plan is at an early stage of development.

As part of the role, the chair of the management committee monitors provision annually. Outcomes are discussed with the leader and the full management committee and are a basis for further planning.

Practitioners give due consideration to the views of parents through daily discussion and through the analysis of annual questionnaires, which are positive. They utilise the constructive advice of the local authority link teacher and Mudiad Meithrin's professional development officer. Appropriate strategies are implemented that are improving provision.

Most of the recommendations of the last inspection report have received suitable attention but some aspects of planning and assessment processes remain areas for further attention.

Partnership working: Good

Sound relationships have been established with parents and this was confirmed during the inspection. Parents are regularly informed about the work of the setting through daily discussion, the notice board, posters and newsletters.

The setting has a very positive partnership with the primary school. Practitioners benefit from their visits to the school and the close contact with the head and teachers. There are effective procedures in place to promote a smooth transition for children to the next stage of their education.

The constructive working relationship with the authority link teacher and Mudiad Meithrin development officer contributes productively to the setting's work. The setting has appropriate links with the community through visits and the contribution of visitors to children's experiences. There is good support from the community for fundraising activities.

Resource management: Adequate

The setting is suitably staffed and there is constructive use of practitioners' skills in organising and leading activities. There is productive use of resources to support the teaching and learning.

The practitioners make appropriate use of the training opportunities available to develop provision further. The development of the outdoor learning area is an example. There is beneficial use of visits to other settings to observe good practice in aspects such as assessment.

The management committee has a clear understanding of the budget and spending decisions are prioritised according to the setting's needs. There is purposeful use of grants and fundraising for initiatives. They include the establishment of a secure outdoor learning area and the purchase of ICT equipment and materials, which contribute to extending children's learning experiences.

In view of the outcomes achieved by children and shortcomings in aspects of provision, the setting provides adequate 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 –

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	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
Early Years Development and Childcare Partnership (EYDCP)	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.
Foundation Phase	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.
Foundation Phase child development assessment profile (CDAP)	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
Local authority advisory teacher	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
Mudiad Meithrin	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.

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.