



*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 Moelfre  
Ysgol Gymuned Moelfre  
Moelfre  
Isle of Anglesey  
LL72 8HA**

**Date of inspection: April 2013**

**by**

**Nicholas Jones  
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:

<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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## About the group

Cylch Meithrin Moelfre is a Welsh-medium group that is situated in Ysgol Gymuned Moelfre, Moelfre, Isle of Anglesey. Nearly all pupils who attend the group come from the village and the nearby area. It is recognised that the area is neither privileged nor socially or economically disadvantaged.

The group has been situated in the school since 1978 and shares the building with the school's Foundation Phase. The group is open between 9am and 11.30am on Monday, Tuesday, Thursday and Friday mornings.

The group says that very few children come from homes where Welsh is spoken and children represent the full range of abilities. Very few children in the current group have been identified as having additional learning needs. No children come from an ethnic minority background.

The group is registered with the Care and Social Services Inspectorate for Wales for a maximum of 18 children and it admits children from two and a half years old. At present, 14 children attend the group and seven of them are three years old.

The leader has been in post since 1986. Three assistants support her during the week. All staff have suitable qualifications. A management committee supervises the work of the group. The Care and Social Services Inspectorate for Wales last inspected the group in 2012. Estyn inspected the group in 2006.

## Summary

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

### Current performance

The group's current performance is good because of:

- the good planning of learning experiences;
- the wide, balanced and interesting curriculum, which supports all the children;
- the effective teaching that focuses well on the outcomes of the Foundation Phase;
- the good resources that are available;
- the very good relationship between adults and children; and
- the effective co-operation with external agencies, which contributes purposefully to the group's success.

### Prospects for improvement

The group's prospects for improvement are good because of:

- the enthusiasm of the staff and the leader;
- the positive and active attitude of the staff towards development and training;
- the regular and sensible use of external support; and
- the supportive management committee, which plans appropriately for the future.

However:

- the system of self-evaluation is new and the process does not lead directly and effectively towards the development plan's targets.

## **Recommendations**

In order to improve, the group needs to:

- R1 ensure that daily assessments lead to individual children's targets
- R2 ensure that the development plan's targets derive directly from the self-evaluation

### **What happens next?**

The group will produce an action plan that shows how it will address the recommendations. The local authority will monitor the group's progress.

## Main findings

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

Not applicable

#### Standards: Not applicable

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

#### Wellbeing: Not applicable

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

### Key Question 2: How good is provision?

Good

#### Learning experiences: Good

Planning is effective. The curriculum builds consistently on children's previous and current knowledge and experiences. There are interesting opportunities available to all children to develop their skills across the curriculum. An appropriate time is set every week for the leader and the staff to discuss the curriculum and the theme activities. Therefore, the flexible curriculum is appropriate and linked to children's interests well.

Specific activities and tasks are planned well and children have freedom to choose their own tasks and activities. Good activities are provided for children to develop their basic and key skills in literacy, numeracy, knowledge and understanding of the world, physical development and creative development. All adults communicate very effectively with children in Welsh.

Provision for developing children's information technology skills is good. The enthusiastic staff direct children regularly to use technological equipment such as the computer, headphones and mobile toys. Children have many opportunities to develop their thinking skills through interesting activities such as role-playing in the shop and experimenting with water and sand.

Suitable emphasis is placed on Welsh traditions and celebrations, such as celebrating St David's Day. Good opportunities are also provided for children to learn information and gain an understanding of other cultures and traditions, for example, through studying Diwali and Raksha Bandhan. Similar activities help children to develop a good understanding of the wider world and develop their awareness of global citizenship effectively.

All children have good opportunities to grow vegetables in a specific growing area. There are good opportunities available for all children to recycle paper and card.

This begins their understanding of plant growth and sustainability effectively.

### **Teaching: Good**

Staff teach well and they have a good practical knowledge of children's development and a clear understanding of the requirements of the Foundation Phase. There is a very positive relationship between all staff and children. Staff have an active role when planning the curriculum and the best use is made of their expertise.

The system of sharing duties is established, which means that staff co-operate effectively and share information about children regularly. There is a good balance between activities that are chosen by children and those directed by adults. All children have a sensible amount of freedom to choose between activities that are led by adults or to work independently.

Staff model the Welsh language very well for the children's level of development and use questioning effectively to develop children's thinking and communication skills. Staff encourage children well to evaluate their work as they discuss a story or the world of nature with visitors to the group. Staff provide an interesting environment that ensures successfully that all children take part and enjoy themselves. The staff are very positive as children arrive and they continue with this enthusiasm throughout the sessions.

The assessment procedures are established. The process of recording children's achievements is completed appropriately. However, the assessments do not lead, with enough detail, to individual children's targets. Parents and carers are informed well about their children's achievements. The information is available to them at any time.

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

The group ensures children's health and wellbeing well. Visitors and visits extend children's experiences effectively. The group visits the community regularly through trips to the seaside and the village. Visitors, such as a beekeeper and the emergency services, develop the children's understanding of the world around them well. The consistent use of the school's grounds ensures purposeful outdoor opportunities, which develops children's knowledge and understanding of their environment effectively.

The group has good provision for ensuring pupils' spiritual, moral, social and cultural development. 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 having a drink around the dining table.

The group's arrangements for safeguarding children meet requirements and are not a cause for concern. The group is safe. The outdoor gates and the inner 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 and implement individual plans effectively. The leader is the additional learning needs co-ordinator and she is familiar with the necessary procedures.

**Learning environment: Good**

Through daily activities and the attitude that is adopted by staff, the group promotes a positive ethos. Staff know children well and their individuality is recognised. All children have equal access to an interesting curriculum. The group uses positive behaviour strategies, which removes any disruption or aggressive behaviour.

The staff have suitable qualifications and good experience and the adult to child ratio is favourable. Staff's expertise is used well in planning and in supervising activities. The group uses its resources well 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, enrichment activities and the focus tasks.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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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 Mudiad Meithrin and the local authority sensibly. This practice ensures the best use of their expertise. The leader, staff and management committee plan purposefully to provide interesting experiences for the children.

The improvement plan identifies appropriately what needs to be done for the group to improve. However, although the targets of the strategic planning have a positive effect through creating improvements, the targets do not correspond with the comments in the self-evaluation report.

Staff receive relevant and appropriate training, which has a good effect on the quality of provision. The management committee leads effectively and gives good consideration to legislation and its management systems meet requirements. The group has given good consideration to national priorities, including implementing the Foundation Phase curriculum.

**Improving quality: Adequate**

Suitable consideration is given to the comments of everyone who is involved with the group when producing the self-evaluation. However, there is not an effective link between the self-evaluation and targets in the development plan because the systems are new. Currently, the process does not note areas for improvement effectively in order to create relevant targets in the development plan.

Even though some of the group's needs are noted appropriately in the development plan, there are no specific references made to them in the self-evaluation. The



leader and management committee discuss the development plan confidently, however, they are not clear about the process that they used to arrive at their targets. The areas for improvement include developing children's oral skills, improving the provision of books and developing the contacts with specialist agencies.

These areas are targeted effectively against success criteria and time scales. They are given appropriate priority in the development of the group by staff, the local authority, the Mudiad Meithrin and the management committee. Staff make good use of training opportunities and professional learning experiences. This has a positive effect on children's learning and wellbeing.

### **Partnership working: Good**

There is an effective relationship between the group and parents. Parents' responses in questionnaires and during discussions express their satisfaction with the group. They appreciate greatly the standards of care and the quality of education that is available. They appreciate the open door policy and the daily opportunities to meet staff. There is a comprehensive booklet available for parents and carers, which provides them with relevant details about the group.

By the time children leave the group; parents feel that they are prepared well for the next stage of their education in the local school. Links between the group and the school are very good. As a result, children are familiar with the school's procedures before they begin full-time. Community partnerships are strong. The partnership with the Mudiad Meithrin and the local authority is good and is of help in moving the group forward.

### **Resource management: Good**

The management committee is supportive and earmarks money for important needs such as human resources and useful equipment. The leader and management committee's planning for the daily needs of the children is good. The group uses the building and the local area effectively through providing interesting experiences, which are planned purposefully.

The management committee and the staff use support agencies sensibly for the children's benefit. Although the new self-evaluation systems need developing further, the learning experiences, the teaching and the staff's enthusiasm mean that the group provides good value for money.

## **Appendix 1**

### **Stakeholder satisfaction report**

#### **Responses to parent questionnaires**

There is no commentary on the parent questionnaires because of the small number of responses that were received.

#### **Responses to discussions with children**

Nearly all children are happy at the group. Their enthusiasm is evident as they arrive and meet their friends. Nearly all of them are self-confident in the knowledge that they are supported well and that they are provided with interesting tasks.

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

<b>National Childminding</b>	This is a professional membership association working
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<b>Association (NCMA)</b>	with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
<b>National (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.