



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

Report on

**Cylch Meithrin Nefyn
Y Caban
Ysgol Gynradd Nefyn
Ffordd Dewi Sant
Nefyn
Gwynedd
LL53 6AE**

Date of inspection: May 2014

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:

| 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 Nefyn is a Welsh-medium nursery that is part of the provision by Mudiad Ysgolion Meithrin and Gwynedd Children and Young People's Partnership. The nursery has been situated in a cabin in the school grounds since 2005. The vast majority of pupils come either from Nefyn itself or from one of the nearby villages. Welsh is the main language of many of the children and the remainder come from non-Welsh speaking households.

Fifteen children attend the group and about nine of them are funded by the Partnership. A two-and-a-half hour session is held on four mornings a week, but not all pupils attend all the sessions.

The group is staffed by a leader and two learning assistants. They all have appropriate qualifications that are associated with education in the early years.

Children of all abilities and social and linguistic backgrounds come to the group and none of them has additional learning needs. At present, very few children from an ethnic background attend the group.

The cabin that houses the nursery is suitable in size and includes a main room, a storeroom, a foyer and toilets. There is an enclosed area outside the cabin.

The children transfer to the local primary school where they continue to receive their education through the medium of Welsh.

The setting was inspected by the Care and Social Services Inspectorate for Wales in June 2013 and by Estyn in July 2008.

Summary

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| The setting's current performance | Good |
| The setting's prospects for improvement | Good |

Current performance

The setting's current performance is good because:

- children develop literacy and numeracy skills well during their time at the setting;
- children's behaviour at the setting is very good;
- the setting provides a range of stimulating learning experiences that appeal to the children's imagination;
- teaching is consistently good; and
- the setting provides care, support and guidance of good quality to all children.

Prospects for improvement

The setting's prospects for improvement are good because:

- leaders create a happy and purposeful atmosphere for learning;
- practitioners have a good understanding of the setting's strengths and areas to be improved;
- good attention is paid to local and national priorities and there is a strong focus on developing literacy and numeracy skills;
- the setting has a good history of improving standards and provision for children; and
- the setting uses a range of partnerships successfully to improve outcomes for the children.

Recommendations

- R1 Make better use of visitors to enrich children's learning experiences
- R2 Ensure regular opportunities for children to appreciate the importance of sustainability
- R3 Ensure more robust processes for the management committee to receive information about the group's performance from the leader
- R4 Improve the system of informing parents about days when the group will be closed

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

During their time at the group, nearly all children make valuable progress and develop very positive attitudes to learning.

Nearly all children's language skills are developing thoroughly. Children's willingness to listen to instructions and respond successfully to these orally and in action is an obvious strength. They are very fond of talking to each other and to adults about what they are doing and learning and nearly all do this confidently. They show that they enjoy singing familiar songs and rhymes and join in the fun of performing actions to accompany the words.

Many children choose to fetch a book and read it voluntarily, and they show that they know how to hold a book and turn the pages correctly. They obviously enjoy familiar books about well-known characters such as the "Dewin Dwl" and the "Llipryn Llwyd" and can talk in a lively way about what has happened. They all enjoy and are keen to listen to stories and respond successfully to questions.

Very many develop their early writing skills. They do this effectively by making purposeful marks on paper, in the sand or when experimenting with chalk. The best pupils are able to write their names without much help.

Nearly all pupils develop an understanding of numbers well by counting, identifying and naming numbers up to five confidently. A few count accurately up to 20. They use a range of mathematical language regularly together when playing and learning, and enjoy doing so. For example, they describe pieces of dough as 'small' and 'big' when responding to an activity, and more able children are beginning to use a ruler up to 10cm. They delight in grouping objects of various types according to colour, size and shape correctly.

Children develop good physical skills through a range of purposeful activities in the room and outside. In the room, their ability to handle small tools such as paintbrushes and scissors is very successful and they show good control of them. Outside, they develop skills to handle large equipment such as tricycles and cars skilfully around a track or through obstacles.

Children's independent learning skills and thinking skills in terms of choosing activities and concentrating on a task are developing very successfully. Children's skills, especially those of the more able children, to solve problems through recreating a pattern are developing well.

Wellbeing: Good

All pupils arrive at the setting happy and go straight to an activity independently. They respond positively to the group's daily routine and show positive attitudes

towards learning. Their ability to focus and persevere in order to complete a task is developing effectively in all activities.

Nearly all pupils behave very well and they are courteous to each other and to adults. Without exception, children co-operate and play together well. All children are willing and keen to help to tidy up and children undertake being the “helper of the day” very responsibly.

Children’s social skills develop well as they play together and eat together. They are courteous and say ‘please’ and ‘thank you’ regularly. By washing their hands every morning before their snack, children become aware of the importance of good hygiene.

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

The group plans activities effectively and ensures that children have regular experiences within the six areas of learning. Planning identifies the focus activities clearly and what is continuous or has been enhanced. As a result, children of all abilities reach their potential.

Indoor and outdoor activities gain children’s interest successfully. Regular opportunities are provided for children to foster and practise their literacy, numeracy and information and communication technology (ICT) skills and this results in good standards. Many purposeful opportunities are given to children to make choices and to develop their thinking and imaginative skills through interesting activities such as role-playing and dressing up.

The group provides good opportunities in order to develop increasing confidence and independence successfully in most children. They develop valuable opportunities for children to solve problems and the best ones do this well.

Children have regular opportunities to develop their knowledge and understanding of the traditions of Wales by being introduced to books by Welsh authors and celebrating St David’s Day and St Dwynwen’s Day.

The setting makes good use of the community to enrich children’s experiences. They have an opportunity to visit the village shop and café to buy goods and to learn about the role of people in the community. They also have an opportunity to go to the park and to the seaside to look at the natural world and enjoy the facilities. However, the setting does not make enough use of visitors to enrich children’s learning experiences.

Teaching: Good

The range and quality of the group’s teaching methods are effective. Practitioners are experienced and understand the requirements of the Foundation Phase well. They are all successful at setting a daily routine for children’s activities. The children were involved in agreeing the group’s rules and an effective poster was created to

explain the rules, using the children as models. This has a positive effect on children's wellbeing.

One of the group's strengths is the delightful relationship between practitioners and children, as well as staff's thorough awareness of the needs of each child. As a result, they create an effective and productive learning atmosphere. Practitioners maintain a good pace in the sessions by involving each child in the activities successfully. Sessions flow from one to the next very easily without the children losing interest. There is a good balance between activities chosen by the children and those led by adults. Practitioners model the Welsh language well and use questioning skills and talk with the children regularly. This develops children's oral and numeracy skills well.

The group's assessment procedures are robust and all practitioners contribute to the process. They take notes on a daily basis about what the children have succeeded in doing or not, and discuss together and share information at the end of the session. Through this, they become able to identify what needs to be developed further in order to move each child forward successfully. This information is used effectively in planning. Recently, the group has revised its assessment procedures in order to assess each child on entry. Daily observations are fed into an individual progress record for developing the six areas of learning. This is beginning to have a positive effect on standards.

Information for parents at the end of the year conveys the children's developments across the areas of the Foundation Phase well.

Care, support and guidance: Good

The group's arrangements for promoting healthy living are successful. It is ensured that children have regular opportunities for physical exercise through activities that are planned purposefully. The provision for ensuring children's wellbeing and moral, spiritual, social and cultural development is very effective. However, there are not enough opportunities for children to appreciate the importance of sustainability.

Practitioners are consistent in developing values such as honesty, fairness and respect and do so successfully. They encourage the children successfully to wait and take turns, for example when washing their hands. Children's social skills are developed effectively during snack time and practitioners encourage children to take responsibility when acting as "helper of the day".

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. The external door is locked and good care is taken when children arrive and are collected. Practitioners ensure that children are transferred safely to the care of their parents or carer.

Robust processes are in place to support children with additional learning needs. Regular reviews of children's progress ensure that individuals who are suspected of needing additional support are identified. Staff discuss the needs of these children with the appropriate agencies.

Learning environment: Good

There is a very homely atmosphere within the setting. The ethos is totally inclusive and all children are respected and are given the same fair play and treated equally. As a result, children settle in well in the group.

Each practitioner has appropriate qualifications to meet the requirements of the Foundation Phase. There are enough suitable resources within the setting to meet the requirements of the six areas of learning and they are used well to enrich the experiences of children and motivate them. Practitioners provide an attractive and very stimulating environment with dedicated areas to develop literacy and numeracy skills. A healthy emphasis is placed on enjoyment and children benefit from this greatly by choosing to play in the café. They make effective use of colourful and attractive displays in order to reinforce learning and celebrate children's work.

The setting makes very effective use of the outside area in order to develop children's physical and research skills; for example, when going for a walk to notice what is growing around the school grounds and in the growing pots around the group's cabin.

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

The group's leaders have a clear vision of what needs to be done to ensure the wellbeing and development of children in the group. The vision is shared effectively with staff so that they have a good understanding of roles and daily duties. Staff receive purposeful guidance in terms of what needs to be done, for example when assessing jointly. Leaders promote highly effective team co-operation and a very caring and welcoming ethos in which everyone is happy.

Committee members are very well informed about the group's performance and are aware of strengths and areas in need of development. They visit the group regularly to see the children at work, discuss with practitioners and obtain verbal information from the leader. However, the process of submitting reports to the management committee has not been formalised robustly enough. The committee understand their roles and responsibilities in ensuring appropriate policies and procedures for running the group effectively. There are effective processes to manage the practitioners' performance annually. The training that staff receive is based on the needs of the group and is purposeful in order to improve provision.

Thorough consideration is given to national priorities such as the implementation of the Foundation Phase and healthy eating.

Improving quality: Good

The leader's understanding of the quality improvement process is developing well and she has benefited from the county's support on self-assessment and planning for development. External evaluations are used well to improve provision and raise standards. The group has responded well to the recommendations of the previous inspection.

The self-evaluation process is beginning to become embedded and the group seeks the views of parents through questionnaires and uses the information purposefully. The process led to producing a report which was discussed with management committee members and staff. This report shows that leaders are well informed about what the group is doing. It also identifies the areas for development correctly. The link between the self-evaluation and targets in the development plan is clear and there is already evidence that this is having a positive effect on provision, in particular in terms of planning and assessment.

Partnership working: Good

The setting makes effective use of a range of partnerships and this enriches provision and strengthens children's standards and wellbeing.

The partnership with the local school in which the group meets is an obvious strength and, as a result, the children are very familiar with school procedures before starting there. This partnership has a positive effect on children's standards and wellbeing and practitioners' understanding of managing behaviour. Similarly, the very close partnership with the Cylch Ti a Fi (playgroup) helps those children to feel secure when transferring to the nursery group.

Partnerships with parents are also effective. The group is taking purposeful actions to inform parents about their child's progress and the life of the setting. There are good procedures to introduce new children to the location and, as a result, they are happy and settle quickly. Parents support the setting regularly with fundraising activities. However, not all parents receive enough notice to inform them about when the group is not open because of staff training.

The setting has beneficial partnerships with the local authority's advisory teacher and Mudiad Ysgolion Meithrin. Through these partnerships, practitioners receive new ideas through training, and experiment with different ways of working in order to enhance provision and raise standards.

Resource management: Good

The setting makes good use of staff and resources to support teaching and learning. Leaders ensure that the setting has enough suitably qualified staff. They use practitioners effectively by making the best use of their experience and expertise. This contributes extensively to raising standards of provision and ensuring children's wellbeing.

Practitioners have access to an effective range of suitable training. This ensures that practitioners continue to build on their skills, for example in developing children's numeracy skills and assessing and planning jointly.

Leaders produce an annual financial balance sheet and allocate funding appropriately in line with the setting's priorities.

Considering the positive results achieved by children, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to the parent questionnaire

Fewer than 10 responses were received. No data is shown.

Appendix 2

The reporting inspector

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| Mr Maldwyn Pryse | 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

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| 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> |

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