



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 Penparc
Y Caban
Ysgol Gynradd Penparc
Penparc
Aberteifi
SA43 1SG**

Date of inspection: 15-16 January, 2013

by

Dorothy Morris

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 Penparc is located in a portacabin on the site of the local primary school on the outskirts of the village of Penparc near the town of Cardigan. The building offers good facilities and contains a large room, foyer, kitchen and modern toilets. The play area contains a range of large and small equipment.

The children attending the setting come from a wide area and in the main they transfer to the local school. It is judged that the area is neither prosperous nor economically and socially disadvantaged.

The setting provides for three year old children for five sessions a week during the school term. It is open between 8.45 and 12:00 a.m. During the inspection, there were 12 three year olds on the register who were funded by Ceredigion Children's Partnership. Welsh is the main language spoken in the homes of approximately half the children. Currently, there are no children from ethnic minority backgrounds in attendance and neither are there any children with additional learning needs.

A leader and two practitioners provide for the children's learning. They were appointed to their posts in January 2011. They possess appropriate qualifications in the education and care of young children.

The setting was last inspected by Estyn in March 2007 and by the Care and Social Services Inspectorate for Wales in November 2012.

Summary

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

Current performance

The setting's current performance is good because:

- most of the children make consistent progress from their starting point;
- most of the children have good attitudes towards learning and they play an active part in their learning;
- a range of learning experiences is provided that engage children's interest;
- the teaching is generally good; and
- the children receive good care and support in a friendly environment.

Prospects for improvement

The setting has good prospects for improvement because of:

- the conscientious leadership of the lead practitioner;
- effective teamwork;
- the detailed improvement plan that is implemented;
- evidence of improvement and development in the quality of provision; and
- the constructive use of partnerships that support the learning.

Recommendations

In order to develop, the setting needs to:

- R1. further extend the children's literacy skills and their information technology and communications skills;
- R2. strengthen the planning to ensure that skills are developed consistently across the areas of learning;
- R3. structure the activities further to extend the more able children;
- R4. continue to develop the practitioners' knowledge of self-evaluation methods.

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

Almost all the children listen well during group activities and story sessions. A minority of children are confident in recounting their experiences, discussing their

activities and expressing opinions. They use a range of appropriate vocabulary. The remainder respond correctly to instructions and greetings but their responses to questions are brief. Most of the children are able to recall familiar nursery rhymes and songs. Almost all the children recognise their names in print and they use marking equipment appropriately to practise their early writing skills.

Most of the children make appropriate use of their number skills in everyday activities. The majority count to ten and make correct use of mathematical language, such as large, medium and small, in practical situations. They can create and follow patterns. Most are able to sort and arrange objects according to size and colour. They recognise basic shapes and understand that money is required to buy goods in the shop. With support, the majority of children are able to move objects on the screen, record comments and use the digital camera to take photographs. They begin to give instructions to a programmable toy.

The majority of the children make appropriate use of their problem solving skills in building with blocks, completing jigsaws and in investigative tasks in the outdoor area. They make effective use of their manipulative skills when using cutting equipment, painting and pasting. They make good use of their creative skills to create colourful and accurate pictures such as of penguins.

Wellbeing: Good

All the children have settled in well at the setting. They enjoy their learning and form good relationships with other children and with adults. They have an appropriate understanding of the importance of healthy eating during snack time and of the names of some good and unhealthy foods. Their awareness of personal hygiene is developing well.

Most of the children work together effectively in group activities and they share resources and equipment appropriately. The majority behave well and they undertake new experiences confidently. Attendance levels are good.

Most of the children undertake responsibilities such as collecting and preparing their snacks, tidying up at the end of activities and being the 'helper of the day' effectively.

The children's personal and social skills are developing well through the daily activities, the visits that are organised and through the links with the school.

Key Question 2: How good is provision?

Good

Learning experiences: Good

There is appropriate use of frameworks that reflect the requirements of the Foundation Phase curriculum to plan the general provision and specific tasks. The activities are based on a series of themes that are suitable for the children's age range. Although the children experience a range of suitable activities, the planning

does not ensure that the children's learning skills develop consistently across the areas of learning.

Overall, the provision for promoting the children's communication, numeracy and broader skills has been appropriately incorporated into the experiences provided. However, there are not always sufficient opportunities to develop children's information and communications technology skills.

The children receive regular encouragement to use Welsh language skills in their learning and play. During group sessions, there are good opportunities for children to listen to stories, discuss different topics, and join in singing songs and nursery rhymes. Appropriate attention is given to developing the children's awareness of Welsh traditions and celebrations through activities such as celebrating St David's Day. They also receive opportunities to learn about the cultures and traditions of other peoples through activities such as celebrating the Chinese New Year.

The opportunities to grow vegetables, care for the goldfish and be involved in recycling activities develop the children's awareness of the importance of looking after the environment and all living things.

Teaching: Good

The practitioners have a developing knowledge of the Foundation Phase curriculum and they provide learning experiences that regularly engage the children's interest. There is an appropriate balance between tasks that are led by the children and those under adult guidance. The activities have been prepared in detail and effective use is made of resources to support the teaching and learning. However, the tasks are not always structured in sufficient detail to offer an appropriate level of challenge to the most able children.

The practitioners work well as a team and they offer regular support to the children. They join in the activities energetically and behaviour is managed effectively. The sessions run smoothly.

The practitioners know the children well and appropriate procedures are used to assess and record their progress. They regularly observe and record the children's response as they undertake their activities. Staff meetings are used appropriately to discuss the observations but the use made of the information gathered to plan the next steps in the learning continues to develop. Parents are informed of their children's development through informal discussions at the beginning and end of sessions and through a detailed written report. Appropriate information transfer forms are completed for the primary school.

Care, support and guidance: Good

There are effective arrangements to support the children's health and wellbeing. Positive attitudes towards healthy eating are promoted by providing daily snacks including fruit, milk and water. Good attention is given to the development of personal hygiene. The induction arrangements ensure that children settle in well at the setting. The practitioners are caring and supportive of all children.

There are suitable arrangements for supporting children with additional learning needs when required, and there are clear lines of communication with key agencies.

The setting has an appropriate policy and procedures for child protection. Staff have received training and they are aware of the requirements. They undertake regular risk assessments.

The practitioners work well together to promote important values such as care, friendship and respect. Experiences such as Christmas celebrations, offering a prayer before snack time and showing respect for others make an effective contribution to the children's spiritual and moral development.

Learning environment: Good

The setting is an inclusive community where all children have equal access to the curriculum and to all the activities provided. The practitioners consider and appreciate the children's varying backgrounds and they act appropriately in accordance with this information. They succeed in creating a warm and welcoming environment for all the children.

The setting has an appropriate number of suitably qualified practitioners. The building is in a good state of repair and the displays of children's work contribute to an attractive environment. There are sufficient resources that are used effectively to support the learning and teaching. However, the range of resources for information and communications technology is more limited. The outdoor play area offers sufficient space. There is no hard standing area, but appropriate use is made of the primary school play area for physical activity.

How good are leadership and management?	Good
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Leadership: Good

The setting is effectively led by a conscientious leader. The leader and staff are relatively new to their posts, but they are aware of their responsibilities and work closely as a team. They share clear objectives and values that are reflected in the ethos and work of the setting. There are appropriate policies and procedures. There is a suitable staff appraisal system in place.

The management committee offers good support and assistance that promotes the setting's further development. Members take a keen interest in what is happening and they work hard to raise funds. The management committee, which is also relatively new, meets regularly and keeps minutes of their discussions that form the basis of further planning. The chair and officers maintain close contact with the leader and they undertake their responsibilities effectively.

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

Improving quality: Good

The lead practitioner has a sound knowledge of the setting's main strengths and the aspects for improvement. She is open to new ideas, and in a short time she has introduced changes that are developing the provision. The practitioners' knowledge of more structured appraisal methods continues to develop.

The self-evaluation report offers a balanced picture of the provision. The development plan that stems from this is a comprehensive document that identifies several appropriate areas for improvement. The progress made is evaluated and it is appropriately recorded in the document. Although the plan contains a timescale, noting the necessary resources, the cost and the allocation of responsibilities, not all aspects for attention are prioritised sufficiently.

The provision is regularly monitored by the local authority advisory teacher. Appropriate aspects for attention are agreed and relevant strategies are put in place. As part of her duties, the chair of the management committee is a regular visitor and is developing her understanding of the provision. Parents' views are sought and aspects of the provision are discussed appropriately with the Mudiad Meithrin officer.

The practitioners attend suitable courses on the requirements of the Foundation Phase curriculum and on aspects of children's development and care. They make suitable use of the training provided.

Partnership working: Good

The setting has clear aims and objectives that are shared with all partners.

A sound relationship has been established with parents, and this was confirmed during the inspection. They receive relevant information in the form of booklets, newsletters and the foyer notice board. The practitioners are regularly available for discussions at the beginning and end of each session.

The close relationship with the registered person, the management committee, the local authority advisory teacher and the Mudiad Meithrin officer leads to improvements in the work of the setting. The positive links with the primary school supports the setting. The appropriate use of the community for visits and of the contributions made by members of the community, such as the nurse, contributes to the provision.

Resource management: Good

The setting is staffed appropriately. The practitioners make good use of their time as they work with the children during various activities. Resources are used constructively to support the learning and teaching. The accessibility of resources promotes the children's independence as learners.

The leader and the treasurer have a clear understanding of the budget and expenditure decisions are prioritised according to the setting's requirements. Regular use is made of fundraising initiatives and of grants to supplement the resources. The setting provides good value for money.

Appendix 1

Responses to parent questionnaires

There is no commentary on the parent questionnaires due to the small number of responses received.

Responses to discussions with the children

The children state that they are happy in the setting and enjoy playing with their friends and taking part in all the activities.

Appendix 2

The reporting inspector

Dorothy Morris

Reporting Inspector

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 partnerships 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.
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.