



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 Pentraeth
Ysgol Gymuned Pentraeth
Pentraeth
Ynys Môn
LL75 8UP
United Kingdom**

Date of inspection: June 2014

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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Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW..or by email to publications@estyn.gov.uk

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Context

Cylch Meithrin Pentraeth is a Welsh medium playgroup based in the local primary school. Pentraeth is a small rural village some 4 miles from Llangefni in Anglesey.

The playgroup is registered to take a maximum of 16 children in any one session. Children are admitted from the age of two and a half years old and move to the next stage of their education in the September following their third birthday. At present there are 16 children on roll, of whom 14 are funded three year olds. Most children have English as their home language with only a few children coming from homes where Welsh is the predominant language. There are no children with additional learning needs.

There are two full time staff – both are suitably qualified and are experienced in working with young children. The leader has been in post since 2004.

The setting was last inspected by the Care & Social Services Inspectorate Wales (CSSIW) in March 2011 and by Estyn in November 2006.

Summary

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

Current performance

The current performance of the setting is good because:-

- all children achieve well and make good progress in their learning;
- all children listen well to stories and answer questions enthusiastically;
- all children are well behaved and have good attitudes to learning;
- practitioners provide a good range of learning experiences for the children;
- children's wellbeing is given high priority, as is the care, support and guidance provided by the setting;
- relationships between adults and children are good.

Prospects for improvement

The prospects for improvement of the setting are good because:-

- the leader provides a clear focus on providing the best provision for children;
- procedures for self-evaluation are well established;
- the setting has clear priorities for improvement;
- the support provided by the local authority has been effective and used constructively by the setting;
- the good track record of improvement.

Recommendations

- R1. continue to use the assessment outcomes to provide focused tasks to meet the needs of all children.
- R2. improve the provision for developing children's ICT skills.
- R3. incorporate opportunities to extend children's knowledge and understanding of recycling and sustainability in the curriculum.
- R4. improve the outside learning environment where possible.

What happens next?

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

All children show a positive attitude to learning; they achieve well and make good progress in their acquisition of knowledge, understanding and skills.

All children listen well to stories and respond enthusiastically to questions. They respond quickly to instructions and co-operate willingly when working in small groups, such as washing their animals or when painting. Nearly all children recognise their names during registration and on place mats at snack time. Most children hold writing implements correctly and shade their animal designs with reasonable care and attention. They know some of the purposes of writing, such as when writing their Easter cards or taking messages from telephone calls.

Most children's number skills are developing well and they are able to count to five, such as counting the number of eggs in bird's nests. A few can count accurately to 10. Many children recognise number in written form and can match shapes and puzzles.

Most children enjoy painting and show good creative skills relative to their age. Their gross motor skills are developing well and they are able to pedal and steer toy tractors. Most children have a basic understanding of simple Welsh words and phrases as spoken by the adults. Whilst they understand more of the language than they can speak, the majority of children know Welsh words associated with stories they have heard.

Wellbeing: Good

All children, through their attitude and behaviour, show that they enjoy their time at the setting. They are eager to participate in activities set out for them and persevere on tasks for a significant amount of time.

Without exception, children behave well; they are courteous and considerate of each other. Most exhibit well developed self-control and are happy to share and take turns. During snack time children show patience waiting for "helpwr y dydd" to provide them with milk and assorted fruit. They learn to say "thank you". Good hygiene is understood by all, in that all children wash their hands before snack time.

Children have opportunities to choose their play equipment; they handle resources carefully and take responsibility for the toys they use. Children are involved in reviewing the morning's activities and what they have learnt is recorded on their thematic map.

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

The setting provides the children with a good range of varied and interesting learning experiences across all areas of the curriculum. Learning is based on a theme to which children contribute ideas and this provides them with a good motivation to learn.

Planning is effective in ensuring that the learning experiences build systematically on children's existing knowledge, understanding and skills and practitioners plan for the next steps in children's learning. Planning is effective in ensuring that opportunities are provided for children to develop their literacy and numeracy skills.

All children recognise their names during self-registration each morning and collect their named place mats for snack time. A notable feature is the good use made of Welsh. Practitioners are fluent Welsh speakers and the language is the natural language of communication in the setting. The planning incorporates the good use of songs to develop children's vocabulary. Opportunities to include numeracy are well planned – children count attendance in the morning or animals in a story. Many children are learning to use basic mathematical language, such as "full and empty".

Children are aware of some electronic devices including a programmable toy and recording apparatus. There are too few opportunities however to develop children's ICT skills. The learning experiences provide good opportunities to develop their physical and creative skills and an understanding of living things.

Welsh culture and traditions are well planned, for example St. David's day - children dress appropriately and enjoy traditional Welsh foods.

Teaching: Good

Practitioners have a good and clear understanding of the requirements of the Foundation Phase and are experienced in working with young children. There is a good balance between adult-led and child initiated activities and overall the strategies are well focused on engaging children's interest and motivation. Questioning is well used both to develop children's thinking skills and to develop their language. Resources are used creatively to enhance learning, for example to further develop the story of animals read to the children.

The setting has well established routines and this ensures that children know what is expected of them and benefit from being in a learning environment where they feel safe and secure.

A good feature of the teaching is the focused tasks that are well matched to children's needs. These arise from the good use being made of assessment. The recently introduced local authority assessment document provides the setting with a detailed record of each child's achievement and progress. The setting uses these assessments effectively to plan activities as focused tasks that are well matched to children's needs and the next steps in their learning. This is an example of good practice in that it consolidates and extends children's learning.

Care, support and guidance: Good

The setting's provision for ensuring children's health and wellbeing, including their spiritual, moral, social and cultural development is good.

Seasonal activities and visits to the locality develop children's curiosity about the world in which they live. Day-to-day activities foster values such as honesty, fairness and respect for each other. Children have a clear understanding of what is right and wrong. Children learn to share and to take turns and overall they show good behaviour and attitudes.

Children's cultural awareness is well developed through celebrating events such as St. David's day. Children also celebrate the Chinese New Year and talk about life in Africa. This increases children's knowledge about diversity of human life.

There are currently no children in the setting with additional learning needs. However, such children have been accommodated in the past and have been supported by local authority staff. Arrangements are in place should the setting admit a child with additional or special educational needs.

The setting has appropriate policies and procedures in place to safeguard and to promote children's wellbeing. The setting's provision for safeguarding meets requirements and gives no cause for concern.

Insufficient emphasis is given to encourage children to think about sustainability and recycling.

Learning environment: Good

The setting is an inclusive community and all children have equal access to resources and activities.

All children are respected as individuals and practitioners are sensitive to their needs. Children's suggestions about what they have learnt are noted and this ensures that children feel valued.

The setting is staffed by suitably qualified and experienced practitioners who provide learning experiences to meet the requirements of the Foundation Phase. The

accommodation is well maintained and secure. Resources generally are of good quality and well matched to children's needs.

The indoor space is well used and suitably differentiated into activity areas. Resources are easily accessible for the children. The use of the outdoors as a learning environment is underdeveloped. It is accessed through the school and can only be used as a whole class activity. The outdoors comprises of a grassed area and whilst it is a safe environment, it lacks equipment and resources to support children's learning.

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

The setting is well managed. The leader has clear aims that focus on providing the best possible provision for all children and her aims are shared with her colleague. These aims are fully achieved in practice.

The staff work together very well as a team. They have well-understood roles and responsibilities and enjoy their work. The setting displays a clear sense of purpose and staff show a sense of pride in the good quality of provision and experiences provided for the children.

Both practitioners have high expectations and are self-critical and evaluative of their work and contributions. Appraisal is used to identify future targets for improvement. Staff have attended relevant professional training courses and these have been effective in introducing new ideas and in improving the quality of the provision.

Staff meet regularly to discuss children's progress and to plan future activities. The management committee is fully informed and supportive of the setting. They are well aware of the setting's activities, and monitor and evaluate how well the setting is doing. Spending is well monitored and focused on targets identified in the development plan.

Improving quality: Good

A culture of self-evaluation is evident within the setting. Strengths and areas for development have been identified; these are realistic, achievable and will result in improved provision for the children. There is a track record of implementing change and this has improved the provision and consequently children's achievements. The views of parents are regularly sought and children's likes and interests are incorporated into the curriculum. The leader works closely with her colleague and plan co-operatively.

The setting reports that it has benefited substantially from support and advice it has received from the local authority advisory teacher. The setting has responded positively to such advice and has resulted in improvement in the quality of its provision and the achievement of children.

Planning for improvement is an on-going process with current priorities well established within an appropriate time scale, identification of personnel and monitoring procedures in place.

Partnership working: Good

The setting's effective range of partnerships contribute substantially to improving the outcomes for the children.

The setting takes active steps to involve parents in its work. Parents are well informed of the work that their children are doing and their progress. Parents are very satisfied and find the staff approachable.

A notable and good feature is the highly productive partnership with the local primary school. The children are familiar with the teachers, visit the reception classroom and are involved in other school activities. This facilitates the transfer of children to the next stage of their education.

The local authority advisory teacher has been fundamental in developing the setting's provision providing them with good support and advice. The Mudiad Meithrin support person is also well used to develop children's Welsh language.

Resource management: Good

Staff are appropriately trained and have experience of working with young children. Staff work together well and fully accept their responsibilities. Both are fluent Welsh speakers.

Practitioners make good use of training courses to improve their practice and consequently the provision for children.

Spending is kept under review and matched to the setting's priorities and objectives.

Overall, the setting makes effective provision for the children and provides 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 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>

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.