



*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 Y Borth, Porthaethwy  
Ysgol Y Borth  
Menai Bridge  
Isle of Anglesey  
LL59 5HS**

**Date of inspection: July 2014**

**by**

**Owen Glyn Roberts  
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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**Publication date: 30/07/2014**

## Context

Ysgol Feithrin Porthaethwy is a pre-school nursery that offers nursery education through the medium of Welsh for children in the town of Menai Bridge on Anglesey. The setting has operated since the 1970s. The nursery is held in a classroom in the local primary school. The setting uses the school's facilities well, including the outside area and the hall. The setting runs for four afternoon sessions per week, from 12.30 until 3.00. It is open for 39 weeks per year.

Children are admitted into the nursery at the age of two and a half. Nearly all of them will be transferring to the local primary school in the term following their third birthday.

Currently there are 19 children on the register, 17 of whom are from homes where Welsh is not the main medium of communication. Fifteen are funded by the local authority. Children of different ability and from different social and linguistic backgrounds attend. Nearly all the children live in and around Menai Bridge.

There are presently five members of staff working at the setting. The two leaders have been in post for the last three years. They are all suitably qualified. The setting is also supported by a qualified teacher for 10% of the time and is funded through the local Early Years Development and Childcare Partnership.

The nursery was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in January 2014 and by Estyn in December 2008

## Summary

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

### Current performance

The setting's current performance is good because:

- children succeed well in developing skills across areas of learning;
- children's behaviour is very good;
- teaching is constantly good;
- the setting offers a wide range of motivating experiences; and
- the setting ensures good quality of care.

### Prospects for improvement

The setting's prospects for improvement are good because:

- leaders ensure effective collaborative working amongst all staff;
- practitioners are aware of strengths and areas for improvement;
- practitioners are continuously developing the provision; and
- the setting makes good use of partnerships to enhance and strengthen the provision.

## **Recommendations**

- R1. Raise standard of oral Welsh.
- R2. Ensure more opportunities for children to choose activities.
- R3. Develop the governing committee's ability to challenge.
- R4. Strengthen the process of self-evaluation and the setting of priorities.

### **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 in the nursery, nearly all children make good progress in their skills across areas of learning. They progress through effectively building on previous knowledge. Many children stay on task and enjoy learning.

Nearly all children's communication skills are developing appropriately. Nearly all listen attentively during the periods on the mat. They show an interest in the daily story and are eager to respond to adults' questioning. Nearly all communicate well orally in their first language. Many of them are able to hold a conversation maturely with adults and peers, particularly whilst role playing in the shop or on task.

Children are making good progress in their understanding of Welsh in relation to their starting point. They respond in Welsh to specific questions on occasions. Many of them use Welsh whilst singing, reciting rhyme, discussing colours and feelings and when counting. However, only a few are confident in communicating in Welsh and most tend to respond in English. Very few children choose to use Welsh voluntarily.

All children recognise their names in print during registration at the beginning of the session. Many are accustomed to using books by looking at pictures and turning pages correctly. Most practice early writing skills through mark making using paint, crayon and creating shapes in sand.

Nearly all children can count confidently up to 18 during registration at the beginning of each session. They can also use simple procedures such as finding 'how many altogether?' and 'how many are there left?' Many are able to sort, correspond and count confidently. The children can arrange objects in different ways, for example by colour or size. Many of the children can use number skills appropriately within different activities across the curriculum, such as using coins to buy in the shop.

A few of the children are beginning to develop appropriate information technology skills through good use of the interactive white board and controlling an electronic gadget with adult help.

Most children's personal and social skills are developing well. Most are able to wash their hands without help. Some manage to take off and put back on their shoes and socks during the physical activities in the school hall. Nearly all children are willing to take turns and to share resources.

## **Wellbeing: Good**

Nearly all children settle quickly after arriving at the nursery and congregate quietly on the mat for registration. Children's behaviour is particularly good. They have forged a close relationship with the adults and they collaborate with their peers without fuss. All children seem to be happy and willingly turn to adults when they are in need of assistance.

Nearly all demonstrate a good attitude towards learning, they are enthusiastic and enjoy participating in the different activities. Many persevere well with their tasks for extended periods.

All children are eager and willing to help to tidy up, to share out the snack and to support each other when engaged in activities. They all register themselves each day.

Many of the children are aware of the need to eat and drink healthily and to exercise the body, through the pre-school healthy scheme. They wash their hands when appropriate and are aware of the need to keep clean.

The social skills of most children are effectively developed through the purposefully arranged activities and community visits. The children recycle paper and plastic and are aware of the need to care for the environment.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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## **Learning experiences: Good**

The nursery provides a wide range of activities that effectively promote children's learning. Activities are planned to conform fully with the requirements of the Foundation Phase curriculum by ensuring that children receive regular experiences within the six areas of learning.

The setting plans precisely on appropriate sheets which state clearly the areas for play, the resources for enhancing learning and the possible activities. Leaders plan together and confer with the nursery teacher within the local primary school. Planning is based on specific themes over a period of three weeks at a time with more detailed planning at least every week. These arrangements ensure successful consistency and continuity in the children's development.

The setting provides a good range of experiences that develop skills well. Advantage is taken of every possible opportunity to develop communication and numeracy skills across the areas of learning. All staff use a good level of spoken language for the children to emulate.

The children receive regular opportunities to develop in their knowledge and understanding of Welsh traditions and culture, through Welsh books, celebrating St. David's Day and local visits.

The setting makes good use of the local community to enhance children's experiences. They are given the opportunity of visiting a local gardening centre, a nearby woodland and taking part in the annual carnival. Members of the community are invited in to discuss their work with the children, which further enhances children's learning experiences.

### **Teaching: Good**

Practitioners are experienced and understand the requirements of the Foundation Phase well. They are all effective in their use of language for the children to copy. They make good use of an appropriate range of teaching methods that ensures children's development. They ask effective questions, which draw well on previous learning and move on the learning process.

Advantage is constantly taken of opportunities to develop skills across the curriculum by encouraging the children to talk and count whilst working on varied tasks within the areas of learning. Practitioners have managed to create a warm relationship with the children, which enables them to attempt tasks confidently without fear of experiencing failure.

Practitioners have an effective strategy of praising and rewarding which encourages continuous exceptional behaviour. Activities for the children are planned thoroughly, however children are not constantly given a choice of what they want to do and are given too much guidance. This at times curtails children's ability to be creative.

The nursery's assessment processes are robust and involve all staff. The setting takes advantage of the authority's approved methods of using prepared sheets and books. Children are assessed on entry, which involves the parents. This practice has a positive effect on creating a good working relationship with parents for the benefit of children's wellbeing. Focused activities are regularly planned, assessed and the results recorded appropriately. Assessment procedures influence the day to day planning. Children's development throughout their time in the nursery is recorded in a personal book. It contains photos and captions as effective evidence of development in all aspects of learning. This book is presented to parents during the planned open afternoon held at the end of the year.

The report to parents along with the personal book, convey well children's development across all aspects of the Foundation Phase.

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

Practitioners are careful of all the children within the nursery and fairly consider each individual's needs. The nursery's arrangements for promoting health living through the authority's scheme is effective. The school hall is used regularly for physical exercise.

Behaviour management is very good and arrangements have been put in place to ensure the effective day to day running of the setting. Children are encouraged to



look after themselves and to be independent through, taking off shoes and socks and putting them back on by washing hands when appropriate. Practitioners are constantly promoting values such as fairness and honesty, well. They ensure opportunities to discuss feelings and the effect of our actions on others.

Children have their say within the regularly arranged circle time and also through the annual questionnaires filled in at the end of the year with the help of an adult.

Visits to the local community and inviting speakers in, effectively creates a link and raises children's awareness of their local community and the services available to help them.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

There is a specific arrangement for identifying children with additional learning needs at an early stage. The setting has appropriate strategies in place for responding to individual children's needs. Individual educational plans have been prepared for those children who need them. Practitioners also regularly involve parents.

### **Learning environment: Good**

There is a welcoming and homely ethos within the setting. Practitioners show care and respect towards the children and extensively use praise to promote learning and good behaviour. Every child receives the same amount of attention and are ensured equal access to all the experiences available. Practitioners regularly promote the need to work together and to consider the feelings of others, which contributes effectively to children's personal and social development.

The setting has a wealth of learning resources of good quality which are shared with the primary school's nursery class. As the setting is held in the school's nursery, all the schools resources are available to use. Full use is made of these resources along with the outside learning area and the school hall. This is one of the setting's main strengths which contributes well to children's learning. Practitioners make effective use of colourful and attractive displays which consolidates learning and celebrates children's achievements well.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

Leaders of the nursery have a clear vision of what is needed to develop the setting. All staff share that vision and work as a team to ensure that all children are given the opportunity to learn successfully. They are all aware of each child's needs and purposefully plan to respond to these, including the need to develop children's ability to speak Welsh in a short time.

The management committee meets appropriately and is regularly given information from the leaders. Officials ensure that the setting has up to date policies and procedures to enable it to effectively function from day to day. However, they are not fully aware of the setting's performance and they are not challenging enough.

Effective processes for the annual performance management of practitioners are in place. Practitioners receive training which is quite often related to the setting's targets for improvement. Appropriate attention is given to national priorities such as working towards raising standards of literacy and numeracy.

### **Improving quality: Good**

Through its assessment procedures and collaborative planning, the practitioners have a clear understanding of the setting's strengths and of the areas that need to be further developed. Advantage is taken of local authority support whilst evaluating the provision and the reports produced become the bases for self-evaluation. The setting responds well to the recommendations following these visits. The nursery has also responded well to the recommendations following the previous inspection.

Parents' and children's views, through annual questionnaires, are clearly considered whilst evaluating and setting priorities.

On the whole, the self-evaluation report to some extent is evaluative and gives a good indication of what is effective and what needs to be developed further. However it does not include enough detail of some aspects. The development plan contains targets based on the self-evaluation but is short of references to the small steps needed and measurable success criteria. However, evidence already exists of the positive effect of these procedures on children's development.

### **Partnership working: Good**

The nursery makes effective use of a range of partnerships that contribute substantially to the quality of the provision and the standards and wellbeing of the children.

The nursery has a firm relationship with parents. A wide range of relevant information is provided for them. They receive constant information about their children's progress including a written report at the end of the year and the opportunity of participating in the annual open afternoon. They also receive regular letters informing them of future relevant events. All the responses received to the questionnaire were positive and parents state that they appreciate being given regular opportunities to discuss the children's progress.

Since relocating the nursery to the local school, the partnership working with the school has become one of its main strengths. The nursery shares a room and resources with the nursery class within the school. The nursery takes full advantage of this arrangement, which includes collaborative planning, sharing ideas and information. The headteacher and some of the school's staff visit the setting

regularly. This strong link facilitates well the transition process from the setting to the school and ensures continuity in the learning.

The setting has also a constructive partnership with the local authority's support teacher and with Mudiad Ysgolion Meithrin. Through these partnerships, practitioners receive firm guidance and relevant training, which enhances the provision and raises standards.

The nursery's place within its local community is apparent. Through the varied planned visits to the local community and invitations to visitors from the community, children increasingly become aware of the world around them.

### **Resource management: Good**

The setting makes effective use of staff and of the resources shared with the local primary school. The setting has enough appropriately qualified staff in order to present the Foundation Phase education and they receive regular training to respond to any changes. Leaders ensure effective deployment of staff in order to respond fully to the needs of each child.

The setting and the officials of the managing committee have a clear understanding of the financial situation. They are frugal in their management of resources and make very good use of available finances. They ensure that spending is well directed towards responding to the priorities within the development plan. Money is saved by ensuring that resources are not duplicated when purchases are jointly made with the school's nursery class. The surplus money in the account has been earmarked for joint spending with the school on planning and improving the outside provision. When considering the effective use made of finances and the achievements of the children, the setting is providing good value for money.

## Appendix 1

### **Stakeholder satisfaction report**

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

The number of responses received were fewer than 10. No data will be shown.

## Appendix 2

### The reporting inspector

Mr Owen Glyn Roberts	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>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>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>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>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education.
<b>National Day Nurseries Association (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>Professional Association for Childcare and Early Years (PACEY)</b>	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
<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>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 partnerships conditions of registration.
<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>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.
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