



*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 Ynyshir a Wattstown  
Wattstown Pavilion  
Wattstown Park  
Wattstown  
Rhondda Cynon Taf  
CF39 0RA**

**Date of inspection: October 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:

<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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## Context

This Welsh-medium nursery, which serves the communities of Ynyshir and Wattstown near Pontypridd in Rhondda Cynon Taf, is situated in Wattstown Park Bowling Pavilion. It was established in 1983.

The setting is managed by a voluntary committee and it is an education provider as a member of Rhondda Cynon Taf Early Years Development and Childcare Partnership. It is also a registered member of Mudiad Meithrin and a Flying Start setting.

The setting offers nursery and Flying Start education five mornings and five afternoons a week. There is room for 24 children at the setting, and there are 23 on the register at present. The provision is for children aged two and three years. Four children aged three years were present at the sessions at the time of the inspection, and no children were being funded by the local authority.

No children with additional learning needs attend this setting at present.

English is the language spoken in the homes of all the children. Very few children come from homes where one parent speaks Welsh. There are no children from an ethnic minority background.

The activities take place in one good-sized room and there is a separate kitchen and separate toilets. Use is also made of a secure outdoor area as a learning resource. Five qualified members of staff work full-time and two more work part-time. They include an experienced leader who has a Level 4 qualification in Childcare.

After leaving the setting, nearly all the children transfer to local Welsh schools.

The setting was inspected by the Care and Social Services Inspectorate Wales in May 2013 and by Estyn in March 2009.

## 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:

- there is effective joint planning by staff, based on the setting's work around themes that are relevant to children's needs, interests and progress;
- the setting provides very effectively for developing children's literacy and numeracy skills;
- the setting provides an environment for the children that has a robust Welsh atmosphere;
- staff succeed in meeting most children's individual needs; and
- staff manage children's behaviour effectively which contributes to the setting's warm and positive atmosphere.

### Prospects for improvement

The setting's prospects for improvement are good because:

- the setting's leader has a clear vision, which places children's progress and development of Welsh as high priorities;
- all staff undertake their responsibilities effectively;
- all staff members have high expectations; and
- there are thorough self-evaluation processes in place which lead to setting relevant and practical priorities.

## Recommendations

- R1 Ensure that the system for tracking children's progress leads more consistently to planning activities that respond to the needs of children of all abilities.
- R2 Ensure more opportunities for children to develop spiritually
- R3 Ensure that the management committee meets regularly

### **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?

N/A

#### Standards: N/A

There is no report on children's progress, standards in their skills development, the Welsh language and wellbeing. This is because there were not enough relevant children present at the time of the inspection to report on them without identifying individual children.

#### Welbeing: N/A

There is no report on children's progress, standards in their skills development, the Welsh language and wellbeing. This is because there were not enough relevant pupils present at the time of the inspection to report on them without identifying individual children.

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

Good

#### Learning experiences: Good

There is effective joint planning by staff and the setting's work is based on themes that are relevant to children's needs and interests. They provide stimulating activities for developing children's skills in the six areas of learning within each of the learning zones. They also discuss the needs of individuals appropriately and use a key worker system to focus successfully on pupils' individual needs in response.

Staff provide very effectively for developing children's literacy and numeracy skills. This has a positive effect on their progress. For example, children come to recognise their names as they self-register at the beginning of sessions. In addition, they have a number of valuable opportunities to recognise numbers and to count naturally during the setting's activities.

The setting is very successful in providing beneficial opportunities for children to use various information technology tools regularly. For example, they make marks on the interactive board and use a digital camera to take pictures as they go for a walk.

The setting has a sound Welsh atmosphere. Although four of the staff are Welsh learners, they all use Welsh confidently with children. Staff do their best consistently to model appropriate language. They make good use of songs and information technology equipment to teach children vocabulary and language patterns. As a result, children develop their Welsh language skills well. Children learn successfully about their heritage, for example by celebrating St David's Day and learning about coal mines. Children have appropriate opportunities to learn about other cultures and traditions through activities such as studying the Chinese new year.

## **Teaching: Good**

In their planning, staff ensure a good balance between activities chosen by children and adult-led activities. As a result, staff succeed in meeting most children's individual needs. However, sometimes the adult-led activities fail to respond appropriately to children's age and level of development.

Most staff intervene appropriately in children's learning in order to ensure meaningful progress. They also understand the importance of promoting children's independence skills by providing worthwhile opportunities for this. A good example of this is the practice of encouraging children to put their coats away themselves, and to use the correct utensils, rather than toys, when eating a snack. Staff manage children's behaviour effectively. This contributes constructively to the setting's warm and positive atmosphere.

Staff assess children regularly and make effective use of this information to track their progress. They have created attractive booklets that record effectively what each child has learned at the setting. As a result, staff know children very well and can motivate them to persevere in learning new skills. However, in a few sessions, assessment outcomes are not used adequately to plan appropriate activities that ensure continuity in children's progress.

The setting shares useful information about children's progress with parents regularly in a natural and informal manner, and it follows the local authority's guidelines when writing reports at the end of the year.

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

The setting is a happy and orderly community, which gives a high priority to children's wellbeing and safety. Staff succeed in promoting children's health very effectively by providing worthwhile opportunities to keep fit, for example in daily sessions of moving to music. They also make good use of snack sessions to teach children about healthy eating and to promote personal development, such as pouring their own drinks. Staff foster values such as fairness and respect towards each other effectively. Although the setting teaches children appropriately about Christmas and harvest time, it does not provide regular enough opportunities for children's spiritual development.

The setting provides valuable opportunities to encourage children to act sustainably. For example, they put food waste in the recycling box at snack time.

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

Although there are no children with additional learning needs at the setting at present, staff are aware of the necessary procedures to support these children.

### **Learning environment: Good**

The setting is an inclusive community in which all children have equal access to all parts of the curriculum. Staff provide appropriately for recognising and respecting diversity. They have succeeded in creating an attractive environment that stimulates learning.

The setting has a good supply of high-quality learning resources that are used appropriately to support learning and teaching in each area. The room is organised effectively to provide children with various experiences. For example, a 'loft' has been built above the playhouse, which succeeds in expanding children's opportunities for imaginative play.

The outdoor area generally provides appropriate opportunities for children to develop their skills effectively. Due to repair work, the outdoor area is not currently available as a natural extension of the learning environment.

The setting makes good use of the local environment to enhance children's experiences, for example visiting the post office and the nearby playground.

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

The setting's leader is very experienced and knows the setting, children and staff very well. She has a clear vision that places children's progress and the development of Welsh as high priorities. She communicates effectively with staff and parents. As a result, the setting has a very good working relationship.

The setting has a clear staffing structure and the leader has allocated specific responsibilities to other practitioners. All undertake their responsibilities effectively, and contribute positively to the smooth running of the setting's activities. As a result of the leadership, all staff at the setting have high expectations for the children and for themselves.

The leader and deputy have an appropriate process for evaluating staff performance which leads to setting suitable development objectives for the setting's workers. The setting's policies are all in place, are applied consistently and reviewed in accordance with statutory expectations.

The setting's management committee is not stable enough. Although the main officers are in place, and ensure that statutory requirements are met, the committee does not meet regularly or contribute effectively enough to the setting's leadership.

### **Improving quality: Good**

The setting's self-evaluation processes are thorough and established firmly on very good knowledge of its strengths as well as areas in need of development. Leaders analyse children's attainments thoroughly and come to reliable conclusions about their progress. At regular meetings, all staff discuss various aspects of the setting's



work and monitor the setting's development plan priorities effectively. The setting gives appropriate consideration to parents' views through questionnaires, and succeeds in using the expertise of local authority staff.

The self-evaluation report is a useful and practical document that is based on a full review of the progress made on the priorities and outcomes of the previous development plan. As a result, the report identifies appropriate priorities for moving the setting forward.

The development plan is a clear and concise document that identifies a realistic number of priorities for improvement. Staff have ensured that the targets are achievable, and funded properly. It identifies responsibilities clearly and ensures opportunities to review progress regularly.

These sound arrangements have a positive impact on provision and on children's progress.

### **Partnership working: Good**

There is a very good relationship between the setting's staff and children's parents. Almost all parents are very supportive of the setting's work, and very appreciative of the way in which staff care for their children, and ensure their progress. In general, the setting includes parents well in the process of welcoming and settling their children at the setting. There is clear communication between the setting and parents at all times.

The setting works well with primary schools that children attend after their time at the setting. Children and staff visit the schools in the period before transfer, and the setting also provides useful information about children's background, progress and attainments. There are also good links with other settings in the area. They share training and resources in a constructive way, including sharing staff when necessary.

There is a strong relationship between the setting and the local authority. In addition to appropriate financial and administrative support, consistent and useful links have been developed with specialist staff. This co-operation has a very positive effect on provision, and supports the setting's leaders very effectively. From time to time, the setting also makes appropriate use of staff training opportunities that are provided by the local authority.

Links with Mudiad Meithrin are good. The setting benefits from administrative and financial support and works effectively with the organisation's development officer in the area. Some of the setting's staff members have received training to ensure suitable qualifications.

The setting is an active part of its community, and organises and participates in appropriate activities. For example, the sports day is open to parents and community members and a Christmas concert takes place at a community centre. There are good links with local businesses to support children's learning.

A health visitor and a community police officer visit the setting occasionally and the setting also draws on the expertise of appropriate agencies as required; for example, a physiotherapist supported a child with specific physical needs for a period.

**Resource management: Good**

Practitioners at Cylch Meithrin Ynyshir a Wattstown are an active community that enable staff to develop well professionally. The setting has enough staff with appropriate qualifications and relevant experience of working with young children. Their workload is managed effectively by the leaders.

The setting has beneficial resources to respond to all the requirements of the Foundation Phase and children's early education, both inside and outside the building. Leaders and staff ensure that they are used successfully to promote children's learning.

The setting has a sound understanding of finance requirements and expenditure is managed effectively in accordance with priorities in the development plan. This ensures a direct effect on provision and on children's progress and wellbeing. The setting provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Fewer than 10 responses were received. No data will be shown.

## Appendix 2

### The inspection team

Mr Terwyn Tomos	Reporting Inspector
Ms Sheila Birkhead	Team Inspector

### 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 Association (NCMA)</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>National Day Nurseries Association (NDNA)</b>	This organisation 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.