



*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 Bontfaen  
The Broard Shoard  
Cowbridge  
CF71 7DA**

**Date of inspection: March 2015**

**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:

| <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

Cylch Meithrin y Bontfaen is a Welsh medium nursery that is part of provision by Mudiad Meithrin and the Vale of Glamorgan Children and Young People's Partnership. The setting was established in 2008 in the current premises. It occupies a prefabricated building with immediate access to the outside for the children.

Most children attending come from the immediate vicinity. About half of the children come from homes where English is the predominant language spoken.

Twenty three children attend at present, of whom three are aged three years. None are currently funded. The setting operates on five mornings of the week for children aged 3 and younger, between 9 a.m. and 11.45 a.m. The setting accommodates older children, who attend school on a morning only basis, in the afternoon.

The setting is registered by the Care & Social Services Inspectorate Wales (CSSIW) to accommodate 24 children.

The setting is staffed by a recently appointed leader (January 2015). She is assisted by a deputy leader, an assistant and two students on placement from "Cam wrth Gam" for 16 hours a week. The setting accommodates children of all abilities and backgrounds. None of the current children have been identified as having additional needs or from an ethnic background.

Children transfer to the local primary school following their third birthday at a time determined by their parents, and continue to receive their education through the medium of Welsh.

The setting was inspected by the CSSIW in April 2013 and by Estyn in January 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:

- planned learning experiences are exciting and motivate children to learn;
- children's Welsh language skills are developing well;
- all children benefit from worthwhile opportunities to develop their independence and thinking skills;
- children's next steps in their learning are clearly identified and tasks are well matched to their ability;
- relationships between staff and children are very good and based on mutual affection and respect;
- effective arrangements are in place to encourage children to eat and drink healthily and to take regular exercise;
- the setting is a caring, supportive community where all children have equal access to all activities.

### Prospects for improvement

The setting's prospects for improvement are good because:

- the leader has a clear understanding of the Foundation Phase requirements;
- the self-evaluation document is comprehensive, detailed and effectively identifies the setting's strengths and areas for development;
- the development plan is realistic and achievable and clearly targets improvements that impact positively on children's standards;
- staff have clearly identified roles and work well as a team;
- a clear sense of purpose focusing on high standards is evident in the setting;
- parents are fully supportive of the setting.

## Recommendations

R1. Review the planning to ensure that children's ICT skills are being developed appropriately. \*

R2. Continue to improve the setting's provision focusing on improving children's standards of achievement. \*

\* Incorporated in the setting's development plan.

### 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?

#### Standards:

There is no report on children's progress, standards in their skill development and the Welsh language. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

#### Wellbeing:

There is no report on children's wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

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

**Good**

#### Learning experiences: **Good**

Practitioners plan collaboratively and learning experiences successfully engage all children. Activities are well matched to children's needs and are effective in ensuring that children progress towards meeting Foundation Phase outcomes.

Planning is done on a fortnightly basis and takes good account of children's interests and ideas. It is flexible and provides worthwhile learning opportunities for all children. Individual staff take responsibility for specific areas of learning. Overall, the planned curriculum provides children with good, challenging activities. Focused tasks are well directed at extending children's thinking skills and providing them with worthwhile opportunities to experiment with new experiences. The curriculum is carefully monitored and this successfully ensures that it builds systematically on existing knowledge, understanding and skills as children progress through the Foundation Phase. The planned curriculum is broad and balanced and provides worthwhile opportunities for children to develop their physical and creative skills.

The setting provides children with worthwhile opportunities to develop their literacy and numeracy skills.

Registration and story time are well used to develop children's listening skills and worthwhile opportunities are provided for children to begin mark making both in the classroom and outside. A notably good feature of the planning is that it ensures that skill development is well integrated into the different activities so giving coherence to children's experiences. However, the provision for developing children's ICT skills is underdeveloped.

Provision for developing children's Welsh language skills is very good. Practitioners give high status to the language and use incidental Welsh well with the children. Displays and signage using the Welsh language are prominently displayed and Welsh words and phrases are well used. This impacts well on children's standards of achievement enabling them to undertake their continuing education in the Welsh language.

Children have appropriate opportunities to learn about Welsh culture and traditions through celebrating, for example St. David's day and Santes Dwynwen. Planning includes the study of other traditions, for example the Chinese New Year and this successfully inculcates the idea of tolerance for others. Children make collections for Children in Need, and this enables them to think of those children less fortunate than themselves.

### **Teaching: Good**

Practitioners fully understand the requirements of the Foundation Phase and have suitably high expectations of all children. Practitioners provide children with worthwhile and interesting experiences to enable children to have effective learning experiences through play and active involvement. There is a pleasing balance between child-selected and adult-directed learning. Overall, children experience innovative and stimulating activities which provide them with active challenges both inside and outside the classroom.

Staff are good language models and use the Welsh language in questioning and in discussion with the children. Children are immersed in the language and are successfully acquiring the language. All children from English language backgrounds understand basic words, instructions and commands and a few respond with Welsh words. Questioning is well used to challenge children and children are very well managed resulting in good behaviour and pleasing attitudes to tasks and activities. Practitioners are fully involved in planning, take responsibility for focused tasks and are fully briefed as to what they are expected to do.

All staff use effective procedures to assess children. Detailed records of children's achievement, particularly when undertaking focused tasks, are noted and transferred to their individual assessment booklets. During such activities staff often offer constructive oral feedback and give children clear explanation of what is expected of them. Practitioners use praise well to encourage and motivate children to learn. This is effective in raising standards. Careful records are also maintained of what children have achieved in each area of learning. Staff, as a result, have a clear picture of each child's achievement and prepare activities well matched to children's ability and identify clearly the next steps in each child's learning.

Parents are provided with a useful summary of the term's topics and a worthwhile vocabulary of Welsh words to be used. This makes a valuable contribution, enabling parents to be actively involved in their child's education.

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

The setting has effective arrangements in place for promoting children's health and wellbeing. Children are suitably encouraged to eat healthily, to keep clean and to take regular exercise.

Learning experiences and day-to-day activities successfully foster children's spiritual, moral, social and cultural development. Circle time is used well to develop children's listening skills, and to take turns when speaking. Snack time reinforces the importance of cleanliness. Day-to-day experiences give appropriate and worthwhile emphasis on values such as honesty, fairness and respect and the importance of good behaviour. Snack time is also well used to encourage children to take responsibility, such as serving food and helping to clear away afterwards. Children learn about foods consumed in different countries during festivals, such as the Chinese New Year, and this successfully develops their curiosity about other peoples and their traditions.

Children are beginning to understand the importance of sustainability. Used paper is collected and waste foods are recycled.

The setting has an appropriate range of policies and procedures in place to safeguard children's wellbeing. Practitioners meet children as they arrive each morning and are vigilant when they leave. Doors are kept locked and children are supervised at all times when engaged in outside activities. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Appropriate systems are in place to support children identified with potential additional educational needs including, where necessary, seeking support from local authority and contact has been established with the social services.

### **Learning environment: Good**

The setting is a caring, supportive community where all children are respected as individuals and have equal access to all resources and activities. Children are treated fairly and their views are valued and taken into account. Where possible, practitioners include children's ideas in planned activities and this is effective in ensuring their interests and motivation. Celebrations of festivals, such as the Chinese New Year, encourage children to recognise and respect diversity and develops their sense of curiosity about the world.



The setting is generously staffed with qualified and experienced practitioners. They successfully deliver the Foundation Phase curriculum. The setting is suitably resourced with age appropriate equipment of generally good quality. Provision for developing children's ICT skills is underdeveloped. The accommodation is secure and adequately maintained. Several areas, particularly the outside areas, are in need of development so as to maximise their potential as learning environments. This is recognised as a priority in the Development Plan. Good community links are being developed and parents contribute, such as a session of music and movement seen during the inspection. This made a valuable contribution to children's learning.

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| <b>Key Question 3:How good are leadership and management?</b> | <b>Good</b> |
|---|-------------|

### **Leadership: Good**

The leader provides effective leadership for the setting and a clear vision for the future focusing on ensuring that all children achieve their full potential. She is enthusiastic and fully committed to improving the setting and is well supported by all the staff. Staff roles and responsibilities are clearly defined and they play a highly significant part in ensuring that the setting provides a caring and welcoming environment for the children. A clear sense of purpose is evident in the setting and children are keen to learn.

The leader has high expectations of staff and is committed to making sure that they have the skills necessary to do their jobs well. There are appropriate processes in place to manage the performance of practitioners and to identify and support training needs. Staff are eager to take advantage of opportunities for professional development and to improve their performance. An effective appraisal system is in place.

The setting has a positive ethos where staff and children feel valued. Children behave well and show good attitudes. They are very well managed and enjoy their time in the setting.

Relationships with parents and the management committee are positive and contribute significantly to a sense of community.

The setting responds well to local and national educational initiatives to develop and improve its provision. The Foundation Phase curriculum is well established. Learning strategies are implemented appropriately and the setting gives particularly good attention to developing children's Welsh language skills.

Children are encouraged to eat healthily and to clean their teeth. These priorities have a very positive effect on provision in addition to children's wellbeing and standards of achievement.

### **Improving quality: Good**

The leader, in the short time she has been at the setting, has achieved a thorough knowledge of the setting's strengths and areas for development. Self-evaluation procedures are well established and strategic planning is well focused on improving the provision.

The self-evaluation process was done in conjunction with the local authority and the Mudiad Meithrin staff and clearly indicates what the setting is doing well and what needs to be improved. The targets for improvement are realistic and achievable and focused on children's wellbeing and standards of achievement.

Practitioners meet regularly in order to plan and to discuss aspects of the setting's performance. All staff play an active role in monitoring children's achievements through observation and scrutinising children's work.

There are effective links between the self-evaluation process and targets in the development plan.

The setting benefits substantially from its close co-operation with the local authority and Mudiad Meithrin officers. This includes advice during regular visits to the setting and attending professional training courses. This has been effective in improving the setting's provision and subsequently children's achievement.

### **Partnership working: Good**

The setting has worthwhile partnerships that improve the quality of provision and outcomes for children.

There is a beneficial partnership with parents. Parents value the care and support shown by the staff and are pleased with the progress that their children make. The setting provides parents with an overview of the term's activities and a vocabulary of Welsh words linked to the topic. Non-Welsh speaking parents value this help and enables them to support their children. Parents have regular informal discussion with the staff together with more formal meetings when they can see their children's work. Parents also receive a daily report on the daily activities.

The setting has benefited substantially from the close working partnership with the local authority support teacher and the Mudiad Meithrin.

Community partnerships help children understand the people that support and help them.

There are informal partnerships with the local primary school but this is underdeveloped.

**Resource management: Good**

The setting has sufficient suitably qualified and experienced staff and sufficient resources to support children's learning. The leader, in the development plan, has itemised what needs to be improved when finances allow. Staff are effectively deployed and individual members of staff use their expertise and interest to good effect in delivering certain areas of the curriculum. Staff also assess children's progress.

All staff access suitable training needs and make good use of training to improve the quality of provision and children's wellbeing. Staff know their roles and responsibilities and a performance management system is in place.

Funds are allocated according to the setting's priorities and available funds.

Overall, taking into account the quality of the learning experiences, the teaching, and care and support provided for the children, the setting 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 |
|--------------------|---------------------|

### 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

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| <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>  | <p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>   |
| <b>Early Years Development and Childcare Partnership (EYDCP)</b>    | <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>   |
| <b>Foundation Phase</b>   | <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>   |
| <b>Foundation Phase child development assessment profile (CDAP)</b> | <p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>  |
| <b>Local authority advisory teacher</b>                             | <p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>  |
| <b>Mudiad Meithrin</b>  | <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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|---|--|
| <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>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>Wales Pre-school Providers Association (WPPA)</b>                  | An independent voluntary organisation providing community based pre-school childcare and education.  |