



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Meithrinfa Miri Mawr
19 Gabalfa Road
Llandaff North
Cardiff
CF14 2JH**

Date of inspection: June 2016

by

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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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Context

Miri Mawr Nursery is a Welsh medium setting, which is located in Llandaff North, in the Cardiff local authority. It opens for five days a week and the setting has 15 practitioners.

The setting's registration allows it to take up to 36 children in a session. It accepts children under eight years old. At the time of inspection, one three-year-old child attended, whom the local authority funds.

Nearly all children are of white British origin. Many children speak Welsh as their first language. Currently, there are very few children with additional learning needs.

The two proprietors began their posts in September 2001. The Care and Social Services Inspectorate Wales (CSSIW) last inspected the setting in March 2015. Estyn last inspected the setting in October 2008.

Summary

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

Current performance

The setting's current performance is good because of the:

- Excellent planning of learning experiences
- Excellent provision of Welsh
- Effective teaching
- Very positive relationships between adults and children
- Effective co-operation between staff
- Diligent care of the children
- Stimulating learning environment indoors and out of doors
- High quality resources

Prospects for improvement

The setting's prospects for improvement are good because of the:

- Committed work of the supportive proprietors
- Purposeful provision and the clear direction to the setting's work by the proprietors and practitioners
- Clarity of vision by the proprietors on how to improve the setting
- Regular and appropriate self-evaluation systems
- Practitioners' positive and active attitudes towards development and training
- Effective use of support services such as the local authority
- Effective relationship with parents and carers

Recommendations

R1 Ensure that the action plan's priorities derive directly from the self-evaluation process

What happens next?

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

Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Not applicable

Standards: Not applicable

There is no report on children's progress, standards in their skills development, Welsh language and 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.

Wellbeing: Not applicable

There is no report on children's progress, standards in their skills development, Welsh language and 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: Excellent

The setting provides a broad and very effective curriculum. It reflects the ethos of the Foundation Phase very successfully. The learning experiences target children's needs and interests outstandingly and stimulate them to learn purposefully. The setting develops valuable opportunities for children to participate in the planning and express their interests in termly themes. They map their ideas as a start point to every theme. This contributes significantly to the children's motivation.

The practitioners plan learning experiences thoroughly, which affects children's learning superbly, which includes ensuring that children read, write and use numbers very effectively. They discuss themes and activities in weekly meetings and one of the owners organises the innovative planning of the theme's activities efficiently. Practitioners and children contribute their ideas to enrich the activities further. Practitioners therefore, collaborate effectively to provide flexible and very successful activities.

The stimulating learning experiences, which include challenging tasks such as racing snails and baking croissants, provide continuity and progression in children's learning. The curriculum challenges all children in all areas of learning, especially in literacy and numeracy tasks. It builds systematically on children's existing knowledge, understanding and skills. It links consistently and successfully to the setting's assessment strategies to target the next steps in individual children's learning. This practice is intuitive and very effective.

The setting plans in detail for the development of children's literacy, numeracy, information and communication technology (ICT) and thinking skills. Literacy and numeracy tasks are evident in all areas of learning, which challenges every child consistently. The provision for these skills is co-ordinated purposefully so that there is coherence in the children's experiences across the curriculum.

The setting's provision for Welsh language development is excellent. All practitioners model the language outstandingly. They encourage children to use Welsh as much as possible in their learning through innovative practices with individuals and specific groups of children, which include the purposeful use of ICT and a broad range of reading books. The setting promotes children's awareness of the traditions and celebrations of the cultures of Wales very successfully, which includes celebrating Saint David's day and Saint Dwynwen's day. The setting also sponsors activities for parents and children in celebrations to promote Welsh in the city. This is an innovative aspect of the setting's work to support the Welsh language and to consolidate the setting's ethos towards the language.

The materials and methods of delivery are adapted knowledgeably to make the curriculum accessible to all children. The planning of mark making and number tasks across all areas of learning are stimulating and engaging. They are progressive and challenging, which encourages children to mark make and investigate the properties of numbers and shapes. This includes challenging individual children to read regularly and to write their own names, titles on displays and specific phrases.

The provision for developing ICT is evident through the use of computers, electronic tablets, cameras, tills, electronic toys, compact disk players and earphones. This enhances the children's ICT skills successfully.

Practitioners provide positive opportunities for children to develop into independent learners. They focus on developing children's physical, thinking and creative skills intelligently. For example, using money so that children investigate the difference between one, five and ten pence and researching the culture and main characteristics of different countries such as France.

The setting makes excellent use of visits and visitors to enrich children's learning experiences positively. For example, visits to the local community and the centre of Cardiff add interest and greater understanding to the curriculum. This includes visiting museums, travelling on local transport and visiting different shops. Visitors, which include the emergency services, experts with exotic animals and parents with babies teach children purposefully about people's roles in the community.

The practitioners provide very engaging learning opportunities that encourage children to show respect and tolerance for people from all cultural backgrounds. This includes celebrating the Chinese New Year and Diwali. These planned experiences develop a better understanding of the world for the children.

Teaching: Good

All practitioners have up to date information about child development and are knowledgeable about the requirements of the Foundation Phase. They have high expectations for all children and they challenge children constantly in every focus task. The leader and practitioners have a sensible balance between activities initiated by children and led by adults. They intervene purposefully in children's play and activities to stimulate and motivate the children. Every practitioner is very positive as children arrive and they continue with this enthusiasm throughout the session.

The system of sharing duties is established. Practitioners work effectively together and share information about children regularly. All practitioners are active and understand the importance of providing broad opportunities to learn through play and practical involvement. The setting's systems to target the development of Welsh words and language patterns through persistent and influential reinforcements throughout every session are extremely successful. This is excellent practice.

Practitioners manage children's behaviour positively, safely and effectively. They are outstanding language models themselves and they provide an exciting environment inside and outside the building. This encourages children's participation and enjoyment successfully in all activities. They use effective questioning to develop children's thinking and communication skills. A strength in this area is the willingness of practitioners to get the children to appreciate their own work and the work of other children regularly, especially during focus tasks.

The daily records of progress kept by practitioners are thorough. The practitioners include children in assessing their own learning and discuss sensibly with children what they need to do to improve their work. All practitioners complete daily assessments regularly and consistently. The practitioners target the next steps in individual children's learning rigorously. Aspects of this practice are innovative.

The setting informs parents and carers successfully about their children's achievements. The information is available to them at any time through the setting's open door policy, which encourages positive discussions.

Care, support and guidance: Good

Effective arrangements exist to support the health and wellbeing of children. These arrangements contribute well to the development and general welfare of children and support their learning effectively. The setting offers positive opportunities to promote spiritual, moral, social and cultural development of children.

The practitioners foster values such as honesty, fairness and respect sensibly. For example, there are practical opportunities available for children to reflect, discuss feelings and say thank you. This is evident as they take turns politely while eating snacks and drinking around the dining table. The setting has the appropriate arrangements to promote healthy eating and drinking.

The children are actively involved in environmental projects and they re-cycle paper, cardboard, plastic and food effectively. This is beginning to develop their understanding of sustainability efficiently.

The setting uses positive and consistent behaviour strategies, which eliminates any form of harassment or oppressive behaviour. Children are happy and safe in the company of adults at the setting and they are ready to ask for help and support. All practitioners have suitable qualifications and broad experience. The ratio of adults to children is favourable. The setting uses practitioners' expertise well in the teaching and supervision of activities.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. The setting is safe, the doors locked and only opened by

practitioners. The practitioners take care when children are collected and they ensure that children are under the care of their parents or familiar carer at the end of each session.

The setting records effectively the learning needs of children when they join. Regular reviews of children's progress ensure that individuals suspected of being in need of additional support receive purposeful interventions. The practitioners discuss these with the appropriate agencies. The proprietors are the additional learning needs co-ordinators. They are very familiar with the procedures necessary to support children with special needs.

Learning environment: Good

The setting is an inclusive community where all children have equal access to all the areas of learning and equipment. Practitioners know the children well and their individuality is recognised. Every child has equal access to an interesting and varied curriculum inside the building and in the outdoor environment.

The setting promotes a positive ethos through the daily activities and the approach adopted by the practitioners. Everyone places a clear emphasis on recognising, respecting and celebrating diversity. The setting achieves this successfully through the celebration of different festivals from around the world such as the Chinese New Year and Diwali and moral stories from Africa. The setting also use dolls from different ethnic backgrounds to promote cultural differences effectively.

The setting uses its resources purposefully to meet the requirements of the Foundation Phase and children's needs. The extensive resources are accessible to children, which promotes their sense of responsibility successfully. Continuous activities, focus tasks and opportunities to enrich learning share resources effectively, and their use by the children have a positive effect on their learning.

Children are encouraged to move freely around the areas of learning and to participate in various activities. This includes free movement between inside and outside the building to experience all the areas of learning.

An effective outdoor area exists, which includes growing and planting areas. The setting also uses its garden sensibly for environmental investigations such as bug hunts. The practitioners use the local area's facilities excellently. The setting is of suitable quality, well maintained and safe.

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

The caring leadership motivates practitioners towards improvements in positive, sensible and supportive ways. The proprietors and practitioners plan purposefully to provide interesting experiences for children inside and outside the building. The proprietors promote and sustain improvements successfully. They manage teaching and learning well and all the practitioners' expectations are high.

The supportive proprietors ensure that practitioners understand their roles fully and they work together enthusiastically as a team. They use the guidance of the local authority effectively. This practice ensures the best use of practitioners' expertise.

The proprietors use relevant information about the setting consistently to create improvements such as the willow dome and planting areas in the outdoor area. They have a clear focus on ensuring progress against the setting's priorities. The appropriate development plan is a working document. The proprietors' support ensures that funds and resources are available to meet the improvement objectives. However, the setting does not identify every priority clearly through the setting's self-evaluation process.

The practitioners receive relevant and appropriate training, which has a positive impact on the quality of provision. Policies are operational and the setting meets local and national priorities effectively, such as implementing the requirements of the Foundation Phase and the new assessments to identify the starting point of every child.

Improving quality: Good

The self-evaluation takes purposeful account of the views of practitioners, parents and carers and the local authority. This is beneficial to the development of the setting. The proprietors demonstrate clearly how they have improved the provision over time, by adopting different strategies and accepting valuable advice from others. This includes developing the outdoor area significantly and planning outstanding learning experiences.

All the practitioners are knowledgeable about the setting's current work. The proprietors have established consistent procedures to monitor children's standards and the provision. Working together effectively day-to-day achieves this. The practitioners assess conscientiously and they share ideas sensibly. The proprietors use funding efficiently for good quality resources and high staffing levels.

The areas for development are recognised appropriately such as consolidating children's numeracy skills daily and re-structuring the equipment in the outdoor area. The proprietors take steps to maintain effective practice and implement changes. Appropriate links exist between the self-evaluation and the targets of the development plan, which focus on improvements in the setting. A positive culture of self-evaluation pervades the setting's work. However, the self-evaluation does not always lead with enough detail to specific targets.

Practitioners are open to new ideas and are willing to experiment with different ways of working. The practitioners are very receptive to new ideas, suggested by the local authority advisory teachers. This has a positive effect on children's learning and wellbeing.

Partnership working: Good

A wide range of partnerships contributes strongly to good achievements and children's wellbeing. The proprietors take active steps to involve parents and carers in the life of the setting. The setting informs parents regularly about all aspects of the

setting's work and events. Parents and carers, in the answers to the questionnaires and in discussions, express their satisfaction with the setting. They appreciate the standards of care and quality of education available. They appreciate the open door policy and the opportunities to meet staff on a daily basis.

The setting has established firm links with local schools. Effective arrangements exist for transferring assessment information. The support provided by the local authority benefits the setting appropriately, through implementing training and advising the practitioners. The ready co-operation between the setting and the local authority benefits the development of the setting. A positive relationship exists with the local authority's advisory teacher. The advice and suggestions help move the setting forward and contribute to purposeful provision and effective leadership.

Practitioners work diligently together, share information about children and know whom to contact and when if additional support is required. The setting's extensive use of community links is excellent to support children's learning.

Resource management: Good

The leadership is positive and it aims constantly to improve all aspects of the setting's work. It enables practitioners to develop and share their professional knowledge successfully. The strategic planning supports the effective teaching of all practitioners.

The proprietors succeed in ensuring that the setting has enough qualified practitioners with suitable training. The planning of learning experiences is excellent. It is a strong learning community, which has a culture of collaboration between practitioners and other partners involved with the setting. This includes positive links with the local authority, the local community and city's schools. Performance management systems are thorough and lead to effective teaching and learning.

The setting manages its resources purposefully to support learning and to create improvements in the setting. The proprietors have a clear understanding of the budget and they prioritise spending effectively in line with their planned actions for improvement. The setting ensures that the use of money has a direct impact on children's achievements and wellbeing. The setting provides the best standards of accommodation and resources possible within its budget.

The setting provides good value for money because of the practitioners' effective provision, the excellent learning experiences and the purposeful leadership.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	10	7 70%	3 30%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	10	9 90%	1 10%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	10	8 80%	2 20%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	10	9 90%	1 10%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	18%	0%	0%		
Children behave well in the setting.	10	8 80%	2 20%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	0%	0%		
Teaching is good.	9	9 100%	0 0%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	9	8 89%	1 11%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		84%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	9	8 89%	1 11%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		77%	23%	0%	0%		
My child is safe at the setting.	10	9 90%	1 10%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	4	2 50%	2 50%	0 0%	0 0%	6	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	10	2 20%	7 70%	1 10%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	5%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	10	5 50%	5 50%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	10	5 50%	4 40%	1 10%	0 0%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		66%	31%	3%	1%		
My child is well prepared for moving on to school.	10	7 70%	3 30%	0 0%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		74%	25%	1%	0%		
There is a good range of activities including trips or visits.	10	10 100%	0 0%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		64%	32%	4%	1%		
The setting is well run.	9	8 89%	1 11%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

The Reporting Inspector

Mr Nicholas Jones	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.wales)

Glossary of terms

Areas of Learning	<p>These seven areas 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.