



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 of visit

Level of follow-up: Estyn monitoring

**Cylch Meithrin yr Wyddgrug
The Clubhouse
Park Avenue
Mold
Flintshire
CH7 1RY**

Date of visit: June 2013

by

**Estyn, Her Majesty's Inspectorate for Education and Training in
Wales**



© Crown Copyright 2013: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

The monitoring team

Huw Watkins	Reporting Inspector
Dilwyn Jones	Local authority representative

Outcome of the visit

Cylch Meithrin yr Wyddgrug is judged to have made insufficient progress in terms of the recommendations following the core inspection in June 2011.

As a result, Her Majesty's Chief Inspector for Education and Training in Wales is increasing the level of follow-up activity.

Estyn inspectors will re-visit the provider in approximately three months to inspect progress against the recommendations in the inspection report.

Progress since the last inspection

Recommendation 1: Review curriculum planning so that the teaching and learning build systematically on children's knowledge, understanding and skills

This recommendation has been partly addressed.

Members of staff work together well and share information about the children frequently during sessions. The leader is beginning to understand the importance of the planning process and gives appropriate verbal instructions to the staff prior to learning sessions, in order for each to understand their role.

Recently, staff have begun to make appropriate use of curricular documentation provided by the local authority when planning, in order to try to ensure the co-ordinated achievement and development of skills in all aspects of learning areas. However, it is too early to measure the effectiveness on children's outcomes.

Basic weekly plans are in place which attempt to focus on developing children's skills, along with identifying interesting activities. However, they are not detailed enough nor do they build systematically on children's current knowledge, understanding and skills.

Recommendation 2: Refine assessment procedures so as to identify children's skill development and the next stage in their learning and to use this information in planning

This recommendation has been partly addressed.

All practitioners are responsible for assessing a specific group of children. They have begun to observe the children in their groups regularly in their activities. They record observations in an organised way in an appropriate record of progress booklet. Although staff discuss the progress of children in their care regularly, these conversations are not recorded. As a result, assessments do not contribute effectively enough towards planning the next steps.

Assessment and planning procedures do not ensure continuity and progression in learning and do not focus appropriately on matching tasks with individuals' ability

and previous achievement. Staff do not take full advantage of opportunities to build systematically on pupils' skills in order to ensure that they fulfil their potential.

Recommendation 3: Extend the leadership role to further support new staff

This recommendation has been largely addressed.

The leader has a clear awareness of the need to lead staff in their roles and responsibilities. This is done appropriately by giving clear verbal instructions. An appropriate leaflet is in place which notes the order of the day clearly. Staff meetings are held regularly, as required, although these are not recorded formally.

Informal induction processes are in place to support new staff. These ensure that all members of staff understand the setting's routine, along with their specific roles in the day-to-day running. New members of staff attend meetings and relevant training which have a positive effect on the quality of learning experiences available to children.

Members of staff are given indirect input into weekly plans by noting their ideas in a booklet. This is beginning to have an appropriate influence on subsequent activities. All practitioners' specific responsibilities are clear on the weekly plans. This enables them to understand what they need to do in each session.

Recommendation 4: Develop and equip the outside areas so as to extend children's experiences

This recommendation has been partly addressed.

Since very recently, the setting has access to a suitable outdoor area which has a soft play surface and grass. The setting now provides regular opportunities for children to use this area and this has a positive effect on their behaviour. Staff are beginning to develop appropriate activities in the weekly plans in order to meet children's needs. However, these activities do not always build systematically on previous experiences.

Recommendations

In order to improve, more progress must be made against all recommendations by considering the above comments.