



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

**Report following monitoring
Level of follow-up: Estyn monitoring**

**Cylch Meithrin Tŷ'r Cymry
Roath
Cardiff
CF24 3AJ**

Date of visit: March 2017

by

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

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The monitoring team

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Outcome of monitoring

Cylch Meithrin Tŷ'r Cymry is judged to have made insufficient progress in relation to the recommendations following the core inspection in June 2015.

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

Estyn inspectors will re-visit the setting in about three months' time to inspect progress against the recommendations.

Progress since the last inspection

Recommendation 1: Develop assessment procedures that clearly identify children's skill development and to highlight the next steps in children's learning.

Limited progress in addressing the recommendation

The setting has received significant support and guidance from the local authority's advisory teacher on the assessment process and how to highlight the next steps in each child's development. However, this has not had enough effect on the setting's assessment procedures and there has been limited progress since the core inspection.

Following appropriate training on the Foundation Phase profile, the setting is in the early stages of using this to assess pupils' skills on entry. However, practitioners do not have a secure enough understanding of how to assess children correctly using the profile. Consequently, assessments are often too generous and do not give an accurate assessment of a child's baseline ability. The setting provides limited opportunities for practitioners to revisit these assessments to measure a child's progress.

All practitioners in the setting conduct observations of children. Their notes are starting to have a clearer focus on highlighting children's skills. However, this process is inconsistent and is not used well enough to identify the next steps in children's learning. They are beginning to use the information from observations appropriately to complete individual child profiles that include a few annotated pictures describing children's achievements. However, these profiles do not provide a clear indication of a child's progress or give a comprehensive overview of children's strengths.

The setting does not use assessment well enough to inform planning in order to consolidate skills and to move children forward.

Recommendation 2: Plan learning opportunities well matched to children's ability and prior attainment and to provide them with sufficient challenge.

Limited progress in addressing the recommendation

The setting has developed its planning procedures suitably with support from the advisory teacher. All practitioners meet regularly to plan a range of stimulating experiences for children. The termly plan includes specific interests of the children and any special events happening during the term as well as a few specific skills to develop throughout activities. However, due to the lack of rigour in assessment, these are not always matched well enough to children's prior attainment. Planning still does not show clearly how children's knowledge, understanding and skills are developed systematically.

Very recently, practitioners have started to use the short term planning format more consistently to plan activities in order to develop children's skills. However, it does not identify clearly enough what provision is continuous, enhanced, or the focus tasks for each session. It also does not highlight the responsibilities that individual members of staff have for each activity. There are a few examples of how practitioners adapt activities that are appropriate for the needs of all children. However, this is inconsistent and does not provide all children with sufficient challenge. Practitioners generally evaluate activities regularly, although these evaluations are not focused well enough on assessing children's skills during activities. As a result, planning does not have a strong enough impact on developing children's skills.

Recommendation 3: Increase provision for developing children's information and communication technology (ICT) skills.

Satisfactory progress in addressing the recommendation

The setting has been proactive in raising funds to improve the provision of ICT equipment, for example the purchase of an electronic tablet and digital recording devices. This is beginning to have a positive impact on developing children's skills. Many children can control a remote control car confidently and give appropriate directions to a programmable toy to make it move.

Practitioners are beginning to plan beneficial projects that enable children to develop their skills suitably in a range of contexts. For example, a majority of children use the electronic tablets suitably to take photographs and to place a border around the picture with assistance. However, although a few children use ICT resources confidently, practitioners do not plan sufficient opportunities for them to use the resources regularly to develop their skills effectively.

Recommendation 4: Review arrangements for snack time.

Strong progress in addressing the recommendation

The setting has developed a variety of beneficial solutions for arranging snack time depending on the number of children attending the setting during the session. For example, if there are a large number of children present in a session, practitioners group the children appropriately so that they are not sitting around for long periods. This ensures that snack time is a calmer and more effective activity for children and staff. Practitioners use this time valuably to develop children's personal and social skills and involve them successfully in preparing the fruit. However, practitioners do not always use this opportunity well enough to develop children's Welsh oral skills.

Recommendation 5: Draw up a development plan to indicate how improvements are to be undertaken.

Limited progress in addressing the recommendation

Very recently, the setting has created a development plan that indicates how they intend to make improvements against most of the recommendations. The plan has insufficient detail and does not outline clearly enough the necessary actions to respond to the recommendations. The plan does not include clear timescales or specific and measurable success criteria to allow staff to evaluate the effect of any actions effectively. The plan does not focus on the effect of these actions of the outcomes for children in the setting. As a result, the development plan is not an effective tool to enable the setting to plan for improvement and has not enabled the setting to make sufficient progress against the recommendations of the core inspection.

Recommendations

In order to maintain and improve on this progress, the setting should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.