



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

A report on

**Y Gorlan Fach
Y Caban
Ysgol Gynradd y Gorlan
Tremadog
LL49 9RN**

Date of inspection: March 2017

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:

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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Publication date: 30/05/2017

Context

Cylch Meithrin Tremadog was re-established in January 2016 under the name Cylch Meithrin Y Gorlan Fach. The setting is a registered member of Mudiad Meithrin. It provides Welsh-medium pre-school education for children in the village of Tremadog and the surrounding area. The setting is held in a cabin on the grounds of the local primary school.

Sessions are provided two hours a day, five mornings a week for children between two and four years old. Twenty-one children are registered to attend these sessions, although not all children attend all sessions. There are six three-year-old children on roll, and three children are funded by Gwynedd local authority. Most children come from Welsh-speaking homes.

Children of all abilities and backgrounds are admitted, including those with additional learning needs.

The leader was appointed to the post in September 2015. Four practitioners are employed, including the manager, to work with the three-year-old children, and all have appropriate qualifications to teach the early years.

The setting is registered with the Care and Social Services Inspectorate Wales and was last inspected by them in December 2016. This is the setting's first inspection by Estyn since its re-registration in January 2016. It was last inspected by Estyn in July 2009 under the name 'Cylch Meithrin Tremadog'.

Summary

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

Current performance

The setting's current performance is good because:

- Practitioners provide a broad and balanced curriculum that ensures that most children make good progress across the six areas of learning
- Schemes of work identify clearly opportunities to develop children's literacy and numeracy skills across the curriculum
- Practitioners ensure that there are appropriate opportunities for children to make independent choices about activities
- Practitioners plan effectively to enrich children's Welsh vocabulary by modelling language particularly well
- Practitioners have a rigorous understanding of the requirements of the Foundation Phase
- Procedures for assessing and tracking pupils' progress are robust
- Activities challenge children of all abilities to achieve well

Prospects for improvement

The setting's prospects for improvement are good because:

- The leader and her fellow practitioners have a clear vision for developing a clear direction for the setting, which is shared effectively with the management committee and parents
- Practitioners work together effectively as a team
- All practitioners share responsibilities well
- Members of the management committee support the setting's work well and are very aware of the priorities for improvement
- The self-evaluation procedure has been embedded well
- The leader and practitioners identify a majority of the setting's strengths in addition to areas for improvement

Recommendations

- R1 Ensure that practitioners give children an opportunity to move freely between the indoor and outdoor areas when choosing activities
- R2 Refine the self-evaluation report to ensure that it focuses clearly on children's progress and wellbeing
- R3 Ensure that the development plan identifies clearly how much funding is needed to implement each of the priorities for improvement

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
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Standards:

Wellbeing:

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 without identifying individual children.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Practitioners provide a broad and balanced curriculum for children, in line with the requirements of the Foundation Phase framework. They provide them with a good variety of experiences, and include opportunities for them to experiment and discover. As a result, most children make good progress across the six areas of learning.

Schemes of work identify clearly opportunities to develop children's literacy and numeracy skills across the curriculum. There are good opportunities for children to use a variety of information and communication technology (ICT) equipment to support their learning; for example, children use a program on a tablet computer successfully to help them to form letters. This has a positive effect on their early writing skills. Practitioners ensure that the continuous provision in the indoor and outdoor learning areas is appropriate and offers a good selection of activities for children. This provision is extended effectively by tasks that are relevant to the class' current theme.

Practitioners ensure that there are appropriate opportunities for children to make independent choices about their activities in the indoor and outdoor areas. There are good opportunities for children to develop their oral and listening skills successfully during circle time, and the role-play provision provides suitable experiences for them to develop their writing and numeracy skills. For example, there is a shopping list in the grocers for children to write independently, and they classify farm animals according to their favourite food in the 'small world' area. However, children are not given opportunities to move freely between the indoor and outdoor areas.

There is purposeful provision for children to develop their physical skills across the learning areas. For example, they are given effective opportunities to control mark-making equipment on various surfaces, handle kitchen utensils in the mud kitchen and to throw a ball into a basket and play with large toys in the outdoor area.

Children at the setting benefit from visits by a variety of people; for example, a television presenter came to show sign language to the children, and the local

councillor rewarded children for their artwork. Practitioners also ensure that there are good opportunities for them to visit specific places to enrich the curriculum and raise their awareness of their local area. For example, children visited a local farm as part of the theme 'The Farm', and a visits were arranged for them to a garden centre and the local hospital.

Practitioners plan effectively to enrich the children's Welsh vocabulary by modelling language particularly well. As a result, nearly all children, whatever their background, speak Welsh fluently. The setting also plans appropriately to develop children's awareness of the Welsh dimension and Welsh culture. For example, there are opportunities for children to celebrate Welsh holidays, such as St Dwynwen's Day and St David's Day, in addition to taking part in concerts and performances in the local community with children from the primary school.

Teaching: Good

All practitioners have a rigorous understanding of the Foundation Phase. They work well together and ensure that there are effective opportunities for children to develop their skills across the six areas of learning.

The setting's daily activities are well-organised and convenient. This ensures that children are consistently active during each session. Practitioners have forged a good relationship with children, which is clear from the moment children arrive at the setting. All practitioners are excellent language models, which has a positive effect on children's oral skills. All practitioners know the children and their needs well, and they use questions purposefully to challenge them to achieve to the best of their ability. This develops children's ability to think for themselves and act independently.

Focus activities challenge children of all abilities to achieve well. They have been planned to develop children's specific skills effectively. Children with specific needs are given the appropriate attention and support to enable them to make progress that is suitable to their attainment.

The setting has a robust assessment procedure. Oral praise for children for their efforts is evident and gives them the confidence to persevere. All practitioners observe children frequently in their activities and identify any significant progress. These observations are recorded briefly in an appropriate observation booklet each day, and are used effectively to give direction to subsequent schemes of work.

The setting tracks children's progress robustly by using the system provided by the local authority. This information gives a clear picture of their progress and attainment, and is transferred to the primary school at the end of their time at the setting.

Though informal discussions and open mornings twice a year, parents are given complete information about their children's progress. If more specific attention is needed, the leader is proactive and approaches the relevant parents to discuss immediately.

Care, support and guidance: Good

The setting's arrangement to promote hygiene, eating healthily and keeping fit is effective. Practitioners ensure that children always wash their hands before snack time and after going to the toilet. Snack time is a valuable opportunity for children to develop their important social skills and awareness of healthy food. They are encouraged successfully to sit around the table and enjoy conversing with friends and practitioners. The setting encourages children to use the purposeful refuse bins that are available to recycle fruit leftovers.

There is effective provision to develop children's physical skills and raise their awareness of the importance of taking part in physical exercise in the outdoor area, for example by playing on large toys and throwing balls with control. These experiences develop children's fitness levels and help them to enjoy physical activity.

The setting has good provision to promote children's personal and social development. For example, there are appropriate opportunities for children to decide what they would like to do during activity sessions, or after completing focus sessions. They are encouraged to ask for support when necessary, and they do so confidently.

Children are given appropriate opportunities to attend cultural events in the company of the children from the primary school that shares the same site, either at the school itself or in the local community; for example, they join the primary school pupils when they visit the local hospital to entertain the patients.

Moral and spiritual development is developed effectively by practitioners. Before eating their snack, they lead the children in a short prayer, and again at the end of each session. They promote and model courteous and good behaviour consistently, which means that children treat each other and adults with respect.

Practitioners plan appropriately to promote children's understanding of other cultures and religions, for example by giving them opportunities to wear different clothing and teaching them to say a few simple sentences in Spanish. They identify specific festivals from countries around the world, for example the Chinese New Year and Diwali.

The setting has purposeful arrangements to meet the requirements of children with additional learning or social needs. This includes arrangements to refer children to agencies that provide suitable support, such as a speech therapist or specialist counsellor. Particularly effective support is received by those children who need it. This is an exceptional feature of the setting's work.

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

Learning environment: Good

The setting, which is in a cabin on the campus of the local primary school, is a happy and welcoming community in which all children have equal access to all activities. Practitioners place an appropriate emphasis on care and respect. The Welsh ethos is strong and is a core part of activities.

The building is appropriate to meet the provision's requirements and children's needs. The leader has arranged indoor and outdoor areas to promote the philosophy of the Foundation Phase effectively. Learning areas are attractive and include suitable resources to support children's development across the six areas of learning. Walls include colourful displays that stimulate learning and celebrate children's work in an interesting manner. The setting has good resources that reinforce learning effectively.

The setting makes good use of the local area to reinforce children's experiences, for example by taking them to see the chickens that are kept by children at the nearby primary school for support work on the theme 'The Farm'.

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

The leader and her fellow practitioners have a clear vision for developing a clear direction for the setting. It focuses well on improving provision and ensuring that children make good progress. They share this vision effectively with the management committee and parents, and act in accordance with it consistently.

Practitioners meet every day before the beginning of the session to discuss the order of the day, and occasionally to plan work. These meetings focus well on issues relating to progress and wellbeing, and on ensuring that provision is effective.

There is a strong sense of team at the setting, and all practitioners share responsibilities effectively and work together very well. As a result, the setting runs smoothly from day to day, and children's progress and wellbeing are central to its activity.

All statutory policies are in place, and have been updated appropriately. National and local priorities are given appropriate attention. For example, there is a clear focus on developing children's literacy and numeracy skills, in addition to a good attempt to support the most vulnerable children in order to ensure that they make the best progress possible.

The management committee is a lively body with effective officers who ensure continuity in its activities. Members of the committee support the setting's work well and are very aware of the priorities for improvement.

Improving quality: Good

The setting's self-evaluation procedure is embedded well. It includes practitioners and members of the management committee effectively. There is a suitable timetable in place, and practitioners follow it effectively, including spending specific time considering the progress made against the priorities that were identified in the previous improvement plan. On some issues, parents are given an opportunity to voice their opinion, and practitioners give them serious consideration; for example, following a request from parents in a questionnaire that was sent to them, an annual open morning was established for them.

The self-evaluation report is concise and detailed, and it involves evaluating all aspects of the setting's work appropriately. On the whole, the content is fairly evaluative and identifies a majority of strengths and priorities for improvement. However, at times, when evaluating provision and leadership, the report does not always focus clearly enough on the specific effect of priorities on children's progress and wellbeing.

The priorities in the setting's development plan derive directly from the findings of the self-evaluation report. On the whole, it focuses appropriately on children's progress and enriching provision. It identifies clearly what needs to be improved, how that will happen, and the results of activity. It shows who is responsible for each priority for improvement, what resources are needed to implement them, and by when the activity will be completed. However, it does not identify clearly enough how much funding is needed to implement all of the priorities for improvement.

Partnership working: Good

The setting has beneficial links with parents, and appropriate information is shared frequently between them; for example, the noticeboard at the entrance provides useful information for parents about the routine and order of the setting. As a result of these links, parents have clear information about the setting's work and their children's progress.

There are robust links between the setting and the local primary school, which shares the same site. This is a good support in preparing children to transfer there when the time comes. Specifically, the school's headteacher visits the setting regularly and has developed a good working relationship with practitioners. Children at the setting know her well. They also visit the Foundation Phase class regularly to take part in activities during the year before they transfer. Through the progress-tracking process, useful information is transferred to the school's Foundation Phase teachers. There are also good arrangements for children at the setting to use the primary school's resources, for example the playing field and observing the chicken coop.

The setting takes good advantage of the local authority's support through relevant training sessions and advisory support on the Foundation Phase. It also makes effective use of the local authority's specialist services, such as support for vulnerable families and working with a speech therapist.

Similarly, the setting benefits well from guidance and training from Mudiad Meithrin. The local link officer is a regular visitor, and provides advice and training on policy issues, health and safety and some elements of provision.

The setting is a natural part of its community. Curricular activities attract the support of people in the area by including them in visits to specific, local places, and by ensuring that children play a visible part in the area's events.

Resource management: Good

The setting has enough qualified staff who fulfil their duties effectively. The leader has allocated responsibilities clearly and, as a result, the setting runs smoothly. All members of staff are given appropriate opportunities to take advantage of training to develop their understanding and knowledge of a number of relevant areas.

The performance management system is effective. It includes annual appraisals towards the end of the summer term, and continuous monitoring activities throughout the year. The leader's performance management is undertaken by the registered person on behalf of the management committee.

In general, the setting manages the good range of resources successfully to meet the requirements of the Foundation Phase. Practitioners monitor and evaluate the use of resources effectively.

The treasurer of the management committee takes responsibility for the financial management of the setting, including payments from parents and grants from the local authority. This work is undertaken effectively, and the committee is very active in arranging fundraising activities throughout the year. The setting is in a healthy financial situation.

Because of the effective provision and the good quality of teaching, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Denotes the benchmark – this is the total of all responses to date 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.	16	15 94%	1 6%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		79%	20%	0%	0%		
My child likes this setting.	16	15 94%	1 6%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		84%	16%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	16	15 94%	1 6%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	14%	0%	0%		
My child is making good progress at the setting.	16	14 88%	2 12%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	19%	0%	0%		
Children behave well in the setting.	16	13 81%	2 12%	0 0%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	28%	1%	0%		
Teaching is good.	16	15 94%	1 6%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		80%	19%	0%	0%		
Staff treat all children fairly and with respect.	16	14 88%	2 12%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		83%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	16	14 88%	2 12%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		76%	24%	0%	0%		
My child is safe at the setting.	16	15 94%	1 6%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		84%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	16	14 88%	2 12%	0 0%	0 0%	0	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.	16	14 88%	2 12%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	31%	5%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	16	14 88%	2 12%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	19%	1%	0%		
I understand the setting's procedure for dealing with complaints.	16	14 88%	2 12%	0 0%	0 0%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		65%	31%	3%	1%		
My child is well prepared for moving on to school.	16	15 94%	1 6%	0 0%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		73%	26%	1%	0%		
There is a good range of activities including trips or visits.	16	12 75%	4 25%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		63%	32%	4%	1%		
The setting is well run.	16	15 94%	1 6%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	18%	1%	0%		

Appendix 2

The reporting inspector

Terwyn Tomos	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 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"> • 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 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