



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

A report on

**Cylch Meithrin Llanarth
Y Caban
Ysgol Gynradd Llanarth
Llanarth
Ceredigion
SA47 0PA**

Date of inspection: October 2018

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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Context

Cylch Meithrin Llanarth is a Welsh-medium setting. It meets in a self-contained cabin on the grounds of Ysgol Gynradd Llanarth, in Ceredigion local authority. The setting provides education five mornings a week between 9.00am and 11.30am during term time.

The setting is registered to admit up to 20 children at any given time and admits children between two and four years old. Most three-year-old children are currently funded to receive early years education.

Nearly all children come from white British backgrounds and around half speak Welsh as their first language. There are currently very few children with additional learning needs.

The setting employs four qualified practitioners, including the leader. The leader took up the post in September 2001.

The setting was last inspected by the Care Inspectorate Wales (CIW) in January 2016. The setting was last inspected by Estyn in February 2013.

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 an engaging and stimulating curriculum that meets the requirements of the foundation phase effectively
- Practitioners plan thoroughly to develop children's literacy, numeracy and information and communication technology (ICT) skills purposefully
- Practitioners work together conscientiously to provide interesting activities that encourage and create confident learners
- The practitioners' robust teaching has a productive effect on children's achievement
- There are successful arrangements in place to support children's health, wellbeing and needs
- Practitioners use the cabin, the outdoor area and the village to meet children's expectations and interests purposefully

Prospects for improvement

The setting's prospects for improvement are good because:

- The leader sets a clear and robust direction for the setting's work
- Practitioners work together successfully to realise the purposeful vision and sensible targets
- The management committee supports and challenges the setting intelligently to improve provision and children's outcomes
- Rigorous and coherent self-evaluation procedures lead to clear improvements in provision and children's standards
- Practitioners are keen to benefit from valuable training by external agencies to improve their personal skills for the benefit of children
- There are prosperous partnerships with specialist agencies, the school, parents and carers
- The leader and management committee make active use of funding and grants to make effective improvements to provision

Recommendations

R1 Plan specific activities to develop children's problem-solving skills

R2 Use daily observations purposefully to track individual children's progress over time

What happens next?

The setting will produce an action plan to show how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Standards:

Wellbeing:

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

Learning experiences: **Good**

Practitioners provide an engaging and stimulating curriculum that meets the requirements of the foundation phase effectively. They plan interesting activities and learning experiences, which target children's needs and interests purposefully. For example, the leader plans sensible opportunities in the outdoor area, such as mixing mud to make breakfast for the bear in the mud kitchen, which develops children's skills successfully across all areas of learning.

Practitioners plan thoroughly to ensure continuity and progression in children's literacy, numeracy and ICT skills. Activities such as experimenting with different buckets and boxes in the sand, and with water to compare volume, have a positive effect on children's numeracy skills, while beneficial opportunities for them to experiment with different letters when ordering building materials in 'Bob's Shop' develop their literacy skills beneficially. These activities build purposefully on children's current knowledge and understanding, which derives from their personal decisions before they begin the theme. As a result, the daily tasks that are provided across all areas of learning challenge children to perform at their best consistently.

Practitioners provide purposeful opportunities for children to use ICT equipment, such as toys and electronic tablets, a voice recorder, cameras and a microphone. They ensure that there are purposeful opportunities for them to use educational software and apps successfully to correspond to the theme and the children's needs. As a result, they provide regular opportunities for children to develop their ICT skills effectively.

Practitioners promote the Welsh language well. They model language effectively, for example by repeating simple phrases and singing nursery rhymes regularly. As a result, many children's understanding of the language develops quickly. Practitioners also create an intelligent awareness among the children of Welsh traditions, celebrations and culture. This includes celebrating St David's Day and St Dwynwen's Day, cooking traditional dishes and taking part in activities in the village, such as visiting the church and local businesses.

Practitioners plan stimulating learning experiences that develop children's physical and creative skills purposefully. They work together diligently to provide successful activities, which motivate children to work together and learn practically. For example, children are given regular opportunities to do yoga and dance inside the building, and run and jump on the school playground. They also discuss and reflect the features of the autumn by painting the colours of the leaves and creating a colourful map of their walk around the village. However, although practitioners encourage children to think for themselves, they do not plan purposefully enough to enable them to develop problem-solving skills wholly independently.

The setting makes beneficial use of visits to enrich children's learning experiences. This ensures that children have a sound awareness of their homes, buildings in the village and local businesses, such as the shop and garden centre. Provision to raise children's awareness of people in their community is good, by inviting visitors to the setting, such as a dental hygienist, a local builder and the recycling lorry.

Teaching: Good

All practitioners have up-to-date knowledge of child development and a sound understanding of the requirements of the foundation phase. Their day-to-day work and relevant knowledge encourage children's participation and enjoyment successfully.

Practitioners question the children wisely and regularly, which has a positive effect on developing their literacy, numeracy and ICT skills. This is evident as they discuss the features of different dishes, such as their size, while setting the table. Practitioners' plenary presentations are lively, purposeful and stimulate children to start activities promptly. As a result, nearly all children contribute intelligently to discussions and concentrate conscientiously on the objectives of focus activities.

Practitioners have high expectations for children and work together effectively. They manage children's behaviour positively and there are diligent safety procedures in relation to their work. They have a sound awareness of when to intervene in children's experiences and play in order to engage them further and motivate them to succeed. Practitioners understand the importance of providing extensive opportunities to learn through play. This can be seen as children persevere to build a jigsaw during board games, and by sticking blocks with dough to build a wall of blocks. As a result, practitioners ensure that children have a great desire to learn and improve their efforts.

Practitioners encourage children to assess their own learning effectively orally. They also discuss sensibly with the children what they need to do to improve their work. Practitioners complete daily assessments regularly. They record daily evaluations and discussions on useful record sheets. However, assessment procedures do not lead directly to planning tasks to target the next steps in children's learning and track their progress effectively.

The setting informs parents and carers regularly about their children's achievements. At the end of their time at the setting, practitioners present examples of the children's work and reports on their progress to parents, which reflect their children's development clearly.

Care, support and guidance: Good

The setting provides effective opportunities for promoting children's spiritual, moral, social and cultural development. Practitioners use specific activities successfully to discuss other people's feelings, such as how individuals feel on a feelings board. They also nurture values such as honesty, fairness and respect intelligently, by encouraging children to thank each other regularly, share resources regularly and reflect by praying at the end of the session. As a result, the setting's daily practices are beneficial to its overall ethos and joint activities, such as snack time and story time.

The setting has comprehensive arrangements for supporting children's health and wellbeing. These arrangements contribute effectively to their development and support their learning successfully. The setting promotes healthy eating and drinking effectively and, as a result, children understand that fruit, vegetables and keeping fit are an important part of a sensible diet and a healthy lifestyle. An effective example of this is the way in which practitioners hold a fitness session on the school playground regularly and make the best use of snack time to develop children's independence.

Practitioners provide regular opportunities for children to recycle paper, plastic and card, and compost food. This develops their understanding of sustainability effectively.

The setting uses positive behaviour strategies, such as a star chart, which contribute effectively towards eliminating any kind of disruption or unacceptable behaviour. The setting is a safe environment and practitioners take diligent care of the children as they arrive and leave, and during their time in their care. As a result, children are happy and safe in the company of practitioners. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

The setting has robust arrangements to support any child with additional needs. Practitioners work together closely, observe children carefully and note any concerns meaningfully. They act on these effectively by communicating with parents and specialist agencies. For example, the speech and language therapist offers regular advice and support to practitioners, when necessary, in order to help to move individuals forward with a specific intervention.

Learning environment: Good

The leader and practitioners provide an inclusive community in which all children have equal access to the areas of learning and the equipment that is available. As a result, they acknowledge children's individuality and needs successfully. They provide daily activities that aim consistently to create an interesting environment for children, both indoors and outdoors. As a result, all practitioners promote a supportive and productive ethos every day.

All practitioners place a strong emphasis on acknowledging, respecting and celebrating diversity. The setting achieves this successfully by celebrating different festivals from around the world, such as the Chinese New Year and Diwali, and provides dolls from different ethnic backgrounds in the role-play areas. They also build houses from different continents, such as round mud-huts from Africa, with card, glue and straw, to compare how others live around the world.

Practitioners use resources well to meet the requirements of the foundation phase and children's needs. A wide range of resources is available for every child to choose from, use and put away. This promotes their understanding of responsibility effectively. During activities led by adults and those in which children work independently, practitioners make sensible use of learning resources. This can be seen as they make marks with chalk on the ground in the outdoor area, tell another child a story by following the pictures in a books, and make raucous music by banging kitchen utensils. This has a positive effect on children's learning.

The cabin and outdoor area are self-contained and of excellent quality, and are well maintained. They are safe and practitioners follow the school's procedures soundly in relation to site safety. The outdoor area includes beneficial opportunities for children to grow plants in pots, and investigative equipment such as water, sand and the construction area. Practitioners also plan to use areas in the school and the village effectively as purposeful learning resources.

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

The leader sets a purposeful direction for the setting's work. By working robustly with practitioners, she has established consistent practices for the setting's daily and long-term procedures. They work conscientiously and are committed fully to the success of the setting for the benefit of the children. They have high expectations of themselves and the children, and succeed in motivating children to work consistently in sensible and supportive ways. As a result, the robust vision and intelligent teaching ensure that learning experiences and care have a positive effect on children's outcomes.

Leaders ensure that they understand their roles and responsibilities thoroughly. This leads to purposeful planning and a clear focus on providing stimulating activities for children. As a result, they make sensible changes to the learning areas, both indoors and outdoors, to challenge children to perform at their best. For example, they engage children by creating reading areas in the blue shed and hiding colourful reeds in tubs of soil. The leader also focuses rigorously on national priorities, such as developing literacy, numeracy and ICT strategies to improve children's skills before they transfer to the school.

The management committee is supportive of the setting and challenges the leader and practitioners effectively to maintain and improve their practices. By receiving useful information about the setting's practices regularly, members have a sound understanding of the setting's strengths and areas for improvement. The dedicated management committee also meets regularly to organise activities to increase the setting's income, and it monitors income, expenditure and the use of grants effectively and in detail.

Improving quality: Good

Well-established procedures and a culture of self-evaluation have a purposeful effect on the setting's work. The leader and management committee ensure that full consideration is given to each other's views, and those of parents and carers,

children and external agencies. This has a positive effect on making sensible changes for the benefit of the children. For example, they have recently responded intelligently to the local authority's advice and display more relevant words on murals to support children's learning.

The leader uses relevant and up-to-date information about the setting to improve provision successfully. She and the practitioners have made beneficial improvements to provision through purposeful evaluations and targets. This has recently included refining the outdoor area further to extend learning, in addition to developing and extending the vocabulary of themes for the Welsh first language speakers.

The leader and practitioners have established rigorous arrangements to monitor children's standards, provision and their roles in the setting's daily and long-term life. These procedures enable them to identify the setting's strengths and areas for improvement well. As a result, quality improvement procedures lead to purposeful changes, which ensure beneficial planning for the future.

The leader and management committee are open to new ideas and willing to experiment with different ways of working. They are willing to embrace new ideas from the local authority's advisory teachers and the Mudiad Meithrin officer. Advice on how to organise the areas in the outdoor area, in addition to providing opportunities to develop literacy and numeracy skills across the areas of learning, has improved provision and children's ability to apply their skills better. As a result, they have created an effective learning environment, both indoors and outdoors.

Partnership working: Good

The setting has a range of active partnerships. The leader and practitioners work effectively with these partners to improve provision and children's standards and wellbeing. For example, there are positive links with the local authority and Mudiad Meithrin to support practitioners' training, day-to-day work and documentation. They also advise on management issues and how to improve provision sensibly. The setting acts on their advice conscientiously.

Practitioners take active steps to include parents and carers in the setting's life. The setting informs parents and carers regularly about all aspects of the setting's work through social media and termly letters. The leader encourages them to give their views effectively on issues to improve the setting, through questionnaires and regular discussions. For example, parents' comments have improved the way in which the setting informs them about what their children do every day at the setting.

The leader holds regular meetings with the school to support children's transition to the school. They hold induction sessions for the children, which are very useful for their transition to the school. Arrangements for sharing personal information and assessments are well-organised. The setting also supports local and national charities alongside the school, which fosters kindness and care among the children.

The setting's community links support children's learning well and include successful events, such as the school sports day and concerts in the village halls.

Practitioners work well with a wide range of other partners, who make an important contribution to improving provision. These include agencies that support the setting with first aid training, food hygiene courses, foundation phase training and child protection.

Resource management: Good

The leader and management committee focus conscientiously on improving all aspects of the setting's work. They ensure that practitioners' day-to-day work is diligent and targets children's needs intelligently.

The leader allocates duties purposefully. She enables practitioners to develop and share their professional knowledge successfully to improve provision. For example, they attend speech and language courses, training on managing the body and developing the outdoor area. As a result, a robust learning community has been established, which has a culture of effective co-operation between practitioners and external agencies.

Performance management procedures are thorough and ensure that learning experiences and practitioners' teaching practices have a positive effect on children's learning.

Leaders manage resources effectively to support learning. This includes changing the indoor and outdoor activities often to stimulate children as they commit themselves to different themes and specific challenges. For example, they have changed the outdoor area to include a builders merchants, which corresponds with the theme on homes.

The leader and management committee manage the budget and grants successfully. They prioritise expenditure against the targets in the development plan wisely, such as using the sustainability grant recently to maintain staff and the quality of the building. Their work ensures regular improvements to provision, such as up-to-date ICT equipment and a shelter over part of the outdoor area. As a result, the setting provides good value for money because of effective provision and purposeful leadership.

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
CIW	Care Inspectorate Wales (CIW) is a division of the Department of Public Services and Performance in the Welsh Government.
Early Years Development and Childcare Partnership (EYDCP)	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.
Foundation Phase	The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from three to seven years of age
Foundation Phase child development assessment profile (CDAP)	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012
Local authority advisory teacher	These teachers provide regular support, guidance and training to non-maintained settings that provide education for three and four-year-olds.
Mudiad Meithrin	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
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