



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

A report on

**Cylch Meithrin Llechryd
Ysgol Gynradd Llechryd
Llechryd
Ceredigion
SA43 2NL**

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

Copies of this report are available from the setting and from the Estyn website.

This document has been translated by Trosol (Welsh to English).

© Crown Copyright 2018: 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.

Publication date: 27/12/2018

Context

Cylch Meithrin Llechryd is a Welsh-medium setting that meets in a classroom in the village primary school, which is on the outskirts of Cardigan in Ceredigion local authority. The setting is open between 8.45am and 12.00pm from Monday to Friday every week during term time.

The setting admits children between two and four years old and is registered to admit up to 14 children. Six children are registered to receive early years education funded by the local authority.

All children come from white British backgrounds but very few come from Welsh-speaking homes. No children have been confirmed as having additional learning needs.

The setting employs two full-time practitioners, including the leader who began in post in June 2017.

The setting was last inspected by the Care Inspectorate Wales (CIW) in November 2017 and by Estyn in November 2012.

Summary

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

Current performance

The setting's current performance is good because:

- Most children make good progress in developing their literacy and numeracy skills across all areas of learning
- A majority of children who are unable to speak Welsh on entry to the setting come to understand daily instructions well
- Nearly all children are happy when they arrive at the setting and keen to join in with activities
- Most children behave well and work together effectively, follow instructions intelligently and comply obediently with the daily routine
- Practitioners' plans are based on children's ideas and interests and respond well to their needs
- Practitioners' plans identify clearly opportunities to develop children's literacy and numeracy skills within the theme
- Practitioners have up-to-date knowledge of child development and understand the principles of the foundation phase well
- Practitioners take advantage of valuable opportunities to stimulate children to learn
- There are effective arrangements to support children's health and wellbeing

Prospects for improvement

The setting's prospects for improvement are good because:

- The leader has a clear vision to develop the setting, which focuses effectively on children's happiness, progress and wellbeing
- Members of the management committee are supportive of the setting's work and ensure that staff and children have good access to resources of an appropriate standard to enable them to comply fully with the principles of the foundation phase
- It has appropriate procedures to enable the leader to identify strengths and areas for improvement
- The improvement plan identifies an appropriate number of clear targets, activities, who is responsible, and the cost
- It has an effective relationship with a range of partners, which has a positive effect on provision and children's progress
- The committee manages practitioners and other resources effectively

Recommendations

- R1 Encourage children to respond more fully in Welsh to questions and instructions
- R2 Plan more frequent and varied opportunities to develop children's information and communication technology (ICT) skills
- R3 Ensure that the priorities in the improvement plan derive directly from the findings of the self-evaluation procedure, and that the success criteria that are identified in it are clear and based on children's progress or wellbeing

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?	Good
---	-------------

Standards: Good

On entry to the setting, most children have Welsh literacy skills and numeracy skills that are lower than expected for their age. During their time there, most make good progress in developing these skills across all areas of learning. More able children make very good progress, particularly in mathematical development.

A majority of children who are unable to speak Welsh on entry to the setting come to understand daily instructions well, and show an increasing awareness of the language when responding to simple questions. However, many are too slow to use the Welsh language confidently when working independently. However, most recognise the days of the week in print and name them in order. They respond enthusiastically about the weather and how they feel during the first session of the day, and use some of the simple phrases that they have learnt in Welsh. Most listen attentively to each other, share experiences and talk about activities based on their theme fairly confidently, although they tend to do so in their first language. A few choose to read voluntarily and show that they know how to handle books correctly. A majority use mark-making equipment independently and with increasing control, for example when writing their names and painting a picture of multi-coloured leaves.

Most children's numeracy skills are developing well. They count objects to five correctly when discussing conkers or when playing with a train and trucks. They name simple two-dimensional shapes correctly and recognise them in the learning area. A majority use mathematical language correctly when using purposeful commercial resources. A majority group objects correctly by colour and name the colours confidently in Welsh. A few more able children add simple numbers together correctly, such as three and six make nine, by using appropriate equipment to help them.

Most children use a limited variety of information and communication technology (ICT) equipment fairly confidently. A few record their work by taking photographs independently on an electronic tablet, use the telephone in the surgery or listen to a story on an electronic book.

Most children's problem-solving skills are developing well. A few are beginning to think how they will respond to practical tasks, such as building a tower that is taller than another child's tower, or mixing red and yellow paint to make orange.

The majority of children are developing physical skills well by taking part in a range of activities that are of interest to them, such as walking in the woods, riding bicycles and following a trail around the outdoor area. They use these skills regularly to work on a large scale by using the climbing equipment in the school's garden. This develops their confidence successfully, in addition to their physical skills. The ability of a majority of children to handle small equipment, such as writing and painting implements and small world toys, is developing very well.

Wellbeing: Good

Nearly all children are happy and keen to join in with the activities when they arrive at the setting. Practitioners have a close relationship with each other, the children, and their parents, which ensures that they settle quickly.

Most children behave well and work together effectively, follow instructions intelligently and comply obediently with the daily routine. On the whole, most have a positive attitude to learning and undertake their activities enthusiastically. For example, individuals take turns to explain how they feel during the first session of the day, and the 'helpwr heddiw' ('helper of the day') distributes fruit and tidies up during ticket time. This develops their independent skills effectively, in addition to their ability to take responsibility. Most understand the principle and importance of eating and drinking healthily. Nearly all children respond sensibly in a session to relax their bodies at the end of the morning sessions, by listening to calm music and emulating animal shapes that are denoted on flash cards. This ensures that they are calm before going home.

Children suggest appropriate ideas about what they would like to learn when starting a new theme, which helps to hold their interest in their daily tasks. Nearly all children make choices confidently when deciding where they would like to play and what they would like to do during the sessions. They work fairly independently and respond positively when being encouraged to improve.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

Practitioners' plans are based on the children's ideas and interests and respond well to their needs. They reflect the ethos and principles of the foundation phase effectively. Plans identify clearly beneficial opportunities to develop children's literacy and numeracy skills within the theme. As a result, literacy and numeracy tasks are evident in nearly all areas of learning and challenge children to apply themselves conscientiously to their tasks. Good examples include interesting activities to match numbers and shapes, and discuss stories or sing nursery rhymes in plenary sessions. Planning to develop children's Welsh language skills are at the heart of all activities, and practitioners try to develop this continuously by modelling language skilfully. However, opportunities that are provided for children to use a range of ICT equipment are limited, with the exception of taking photographs on electronic tablets, taking messages on the pretend telephone in the surgery and listening to a story on an electronic book.

Following weekly discussions, practitioners adapt activities to address any weaknesses or different needs that they have encountered while observing the children play and work. At the start of a new theme, they provide appropriate opportunities for children to contribute their own ideas to the activities. This promotes their curiosity and develops their thinking and independent learning skills effectively. For example, children wanted to learn more about the work of a postman and a police officer when discussing their previous theme based on 'people who help us', so the tasks were adapted appropriately in order to do so.

Regular opportunities are planned for children to use bicycles and other mobile toys in the outdoor area. Practitioners provide robust opportunities for children to walk regularly through the school's woodland, by following each other and observing the rich colour of the autumn leaves. These activities are a means to develop children's physical skills effectively, in addition to their awareness of the beauty of nature.

Practitioners encourage children to think for themselves and plan purposeful activities occasionally to enable them to practice their problem-solving skills. For example, they encourage children to mix red and yellow paint to make orange to paint autumn leaves.

The setting promotes children's awareness of Welsh traditions, celebrations and culture successfully. This includes celebrating special occasions, such as St David's Day every year, and using traditional myths as a basis for its themes.

The setting makes beneficial use of visits and visitors to enrich children's learning experiences. They have visited Poppit lifeboat station to correspond with the theme of 'summer', and a local postman has visited them as part of the previous theme. This raises children's awareness effectively of people who help them in the community.

Teaching: Good

All practitioners have up-to-date knowledge of child development and understand the principles of the foundation phase well. Practitioners have high expectations for every child and work together effectively to ensure that all children make good progress. They manage children's behaviour effectively in a kind but firm way. This encourages children to contribute conscientiously and enjoy all activities. They question children skilfully and challenge them regularly as they take part in both focus and continuous tasks. They model the Welsh language consistently and encourage children to speak Welsh continuously from the outset. Practitioners know when to intervene purposefully in children's experiences and play to stimulate them and motivate them to succeed. As a result, children are highly motivated and make a good effort during their tasks.

Practitioners take advantage of valuable opportunities to stimulate children to learn. For example, the leader uses the school's forest as an exciting place to read a story to the children about Wil Wiwer and the other hibernating animals, and draw their attention to the multi-coloured leaves around them.

Procedures for assessing and recording children's achievements are successful. All practitioners record any notable progress that children make daily on sticky notes and place them in their individual records. These assessments are used regularly to plan the next steps in individual children's learning.

Practitioners celebrate children's successes and notable commitment at the end of the morning sessions, and distribute stickers to be stuck on an appropriate form. When the form is full, children are able to take it home. This promotes effort and commitment successfully.

The setting informs parents and carers regularly about their children's achievements. Daily dialogue between practitioners and parents and carers at the door reinforces this. At the end of the children's time at the setting, practitioners transfer specific information about them to the primary school. This helps them to transition smoothly to the next stage in their education.

Care, support and guidance: Good

The setting has effective procedures to promote children's spiritual, moral, social and cultural development. Practitioners make valuable use of large group sessions, such as carpet time, ticket time and story time, to nurture these values and encourage children to think, take turns and listen attentively to each other's contributions. Delightful sessions are held, for example, to calm the children and encourage them to think reflectively to the backdrop of quiet music before going home. This ensures that nearly all children consider and respect each other's feelings thoughtfully.

Practitioners encourage children to take turns politely as they wash their hands, accept fruit and drink during ticket time, and accept their individual toothbrushes during the tooth brushing session. Accepting the role of 'helpwr heddiw' provides valuable opportunities for every child to take responsibility in turn and develop their independence.

There are effective arrangements to support children's health and wellbeing, and the setting promotes healthy eating and drinking successfully. As a result, children understand that fruit, vegetables and exercise contribute positively to a healthy lifestyle. Practitioners provide regular opportunities for children to recycle paper, card and plastic bottles, and compost food waste. This develops their understanding of sustainability successfully.

The setting is a safe environment for children. Practitioners are very caring as they welcome children in the morning, during the session and when they go home at lunchtime. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

The setting's provision for children with additional learning needs is good. The leader is responsible for organising and adapting provision to address any specific learning needs that any individual may have, and records the relevant details appropriately. She works successfully with parents and specialist agencies while doing so.

Learning environment: Good

The setting is an inclusive community in which every child is given an equal opportunity to learn in all of the different areas, both inside and in the outdoor area.

The setting's hard-working and relaxed ethos reflects the emphasis that leaders place on co-operation and children applying themselves to activities. Practitioners place a continuous emphasis on acknowledging, respecting and celebrating diversity. They teach children successfully about different cultures and festivals, such as Christmas, the Chinese New Year and the Diwali festival every year.

Resources are used specifically to meet the principles of the foundation phase and children's specific needs. They are used effectively in continuous activities, focus

tasks, and varied and interesting activities to enhance learning. The resources, which are in very good condition, are kept at a level that is appropriate to enable children to reach them and put them away when they have finished with them. This promotes their sense of responsibility effectively. The setting has a limited supply of ICT resources to develop children's skills.

The classroom is part of the village primary school and is kept clean and safe. The outdoor area is secure and includes growing and planting areas, a sand pit, a mud kitchen and appropriate areas for mark making and role-play, among other things. The setting uses these areas creatively. Although children do not have continuous access to the outdoor area, practitioners make effective use of the outdoor space at specific times during the session. The school hall and grounds are used sensibly for specific activities that cannot be delivered in the classroom.

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

Leadership: Good

The leader has a clear vision for developing the setting, which focuses effectively on children's happiness, progress and wellbeing. She shares this vision successfully with other practitioners, parents and members of the management committee. She has high expectations of herself and the other practitioners, and both share information about daily procedures and children's progress very effectively. Practitioners' roles are clear and are recorded in detailed job descriptions. This ensures that they understand what they need to do, promotes effective teamwork and enables them to support and challenge children to achieve to the best of their ability.

Staff performance is managed effectively by the registered person. Outcomes from the procedure contribute directly to a formal annual review of their performance and ensure that they have useful access to specific training. This links well with their professional needs, the setting's priorities for improvement and other national priorities, and leads naturally to improvement in provision, standards and children's wellbeing, such as developing their literacy skills, for example.

Members of the management committee are supportive of the setting's work and ensure that staff and children have good access to resources of an appropriate standard to enable them to comply fully with the principles of the foundation phase. Through the registered person's regular visits, committee members get to know the setting well, and support the leader and hold her to account appropriately in relation to provision.

Improving quality: Good

The setting has appropriate procedures to enable the leader to identify strengths and areas for improvement. Procedures are based on observing and evaluating the quality of the setting's work in terms of teaching and learning. Areas that are identified as being in need of improvement are appropriate and there is a clear link between a majority of these areas and the priorities in the improvement plan. However, some other priorities in the improvement plan are based on the recommendations from the previous inspection, which are now too far in the past.

However, leaders ensure that the improvement plan identifies an appropriate number of clear targets, activities, who is responsible, and the cost. Monitoring comments are noted regularly throughout the year, based on development against the targets. However, success criteria are not specific enough. As a result, it is not easy to measure the effect of activities on children's outcomes.

Partnership working: Good

The setting has an effective relationship with a range of partners, which has a positive effect on provision and children's progress. It has an open door policy, and staff always greet parents at the door and are willing to discuss relevant issues with them on the spot, where appropriate. An open session is held annually to welcome new children and enable parents to discuss their child's development more formally with practitioners. Social media and the setting's notice board are used effectively to inform parents about events and share any other useful information. Parents appreciate this greatly.

The setting has a strong partnership with the primary school in which it is fortunate to be situated. This enables them to share resources, which include the hall, the outdoor area and the forest. Children are familiar with attending school and practitioners work effectively with staff by attending joint training sessions and organising joint fundraising activities. This robust and beneficial link facilitates the transition process and ensures that children, in turn, are happy on entry on the primary school.

Regular visits are arranged from members of the community, such as the local postman, to enrich the setting's activities. A number of other local workers have also visited in turn to raise children's awareness of people who help them. Members of the community are very supportive of the setting's work and are always very willing to support its activities.

Resource management: Good

The committee manages practitioners and other resources effectively. It ensures that the leader and the other practitioners are happy at work, and appropriate training is arranged to raise their awareness of specific issues, based on their professional needs and the setting's improvement objectives. The leader and other practitioners are supported effectively by the local authority link officer and Mudiad Meithrin, among others, who are very happy to provide ideas and refer them to appropriate training. Good examples of recent training include specific modules on developing the principles of the foundation phase, and methods to prepare children for the next steps in their education.

Appropriate use is made of the early years development grant, which is kept centrally by the local authority, to train practitioners in appropriate areas.

The management committee's officers organise regular activities to raise significant amounts of money to support the setting's work, and use it effectively to fund improvement priorities and the like. As a result of the positive effect of provision on the standards achieved by children, the setting provides good value for money.

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	<p>Care Inspectorate Wales (CIW) 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 three to seven 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 that 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)	<p>This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.</p>

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