



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

**A report on**

**Cylch Meithrin Alltcafan  
Neuadd Pentrecwrt  
Pentrecwrt  
Llandysul  
Carmarthenshire  
SA44 5BD**

**Date of inspection: November 2016**

**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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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## Context

Cylch Meithrin Alltcafau is situated in Pentrecwrt village hall, near Llandysul in Carmarthenshire. The setting has been operating since 2014 and is open five mornings a week. The setting has two members of staff.

The setting is registered to admit up to 18 children between two and three years old. At the time of the inspection, there were 13 children in attendance, six of whom were funded by the local authority.

English is the main home language of the majority of children, and a minority come from Welsh-speaking homes. Welsh is the main medium of education at the setting. There are currently no children with additional learning needs at the setting.

The leader has been in post since April 2015. The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in July 2015. This is the first time it has been inspected by Estyn.

## Summary

<b>The setting's current performance</b>	<b>Good</b>
<b>The setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The setting's current performance is good because:

- Most children make very good progress from their starting points
- Nearly all pupils' literacy and numeracy skills are developing soundly
- A majority of children show a positive attitude towards learning
- Nearly all children are well-behaved
- Practitioners provide a broad and balanced curriculum
- Practitioners model Welsh of a very good standard, which has a positive effect on children's oral standards and vocabulary
- Practitioners promote children's personal and emotional development well
- There is a welcoming and homely ethos, which provides an interesting and safe environment for the children

### Prospects for improvement

The setting's prospects for improvement are good because:

- The leader has a robust vision to promote children's wellbeing and development
- The leader leads and implements improvements effectively
- Practitioners work together effectively to raise the standard of provision and children's outcomes
- Members of the management committee are very aware of its performance and what needs to be developed further
- It has appropriate procedures for evaluating practitioners' work annually
- Practitioners identify the setting's needs well and they have a strong commitment to continuous improvement
- The self-evaluation report gives an accurate picture of what is happening there
- Practitioners are willing to experiment with different ways of working
- It has robust partnerships with a range of partners, which have an effect on children's standards and wellbeing

## Recommendations

- R1 Formalise the process of sharing information with parents about their children's development
- R2 Ensure that the development plan includes a specific timetable to monitor actions systematically

### **What happens next?**

The setting will produce an action plan that shows how it will address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>
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<b>Good</b>
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### **Standards: Good**

Most children make very good progress from their starting points and develop positive attitudes towards learning by the end of their time at the setting.

Nearly all children's literacy and numeracy skills are developing robustly. A majority of children listen attentively and respond positively to each other and adults. Those who are unable to speak Welsh on entry to the setting make significant progress in developing their language skills. Of the children from Welsh-speaking homes, a majority use a wide vocabulary and extend sentences effectively, for example when talking about animals from the North Pole. Nearly all children show an interest in books and discuss them correctly. Many children recognise their names in print, and a minority recognise the names of all of the other children during registration. Most children develop early writing skills effectively by mark-making, and a minority start to form familiar letters. A majority of children develop a purposeful understanding of the purpose of writing, for example when making marks in the veterinary surgery.

Nearly all children develop a good understanding of numbers when counting. A few are able to name subsequent numbers correctly when discussing the date and counting the number of children who are present. A minority can count to twenty and a majority can count from ten down to zero independently. A majority are able to identify two-dimensional shapes correctly when cutting paper and when experimenting with ice in the outdoor area.

A majority of children develop physical skills when using scissors skilfully and when handling climbing equipment appropriately. A majority are able to use a wide range of information and communication technology (ICT) skills skilfully, for example when using an electronic book and handling listening equipment.

A minority of children begin to solve problems independently, for example when creating an igloo for a penguin. All children take advantage of the valuable opportunities that are provided for them to develop their thinking skills, for example when considering what has happened to the ice blocks during the session.

### **Wellbeing: Good**

Nearly all children are happy when they arrive at the setting and choose activities that are of interest to them independently. A majority of children show a positive attitude towards learning and participate enthusiastically in the experiences that are offered to them. A majority concentrate for extended periods, in line with their age and ability, for example when treating a sick animal in the veterinary surgery.

Nearly all children are well-behaved. They are courteous and respond to each other and adults with respect. Most children wait their turn and share equipment considerately. All children help to tidy up and enjoy the responsibilities of being

'helper of the day', for example when pouring the milk independently and serving others during snack time. Most children show good levels of self-confidence and independence when dressing suitably to play outdoors.

Most children understand that they have the right to express an opinion, for example when offering ideas for planning the theme or deciding where to go on a visit. A majority are aware of the importance of washing their hands to stay healthy before eating snacks.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

Practitioners provide a broad and balanced curriculum that meets the requirements of the Foundation Phase. Plans for focus activities identify valuable opportunities to develop the children's literacy and numeracy skills across the curriculum. As a result, nearly all children make good progress.

Practitioners plan the learning areas effectively to ensure that activities provide regular opportunities for children to make choices and develop to become independent learners. There are clear guidelines for practitioners to work successfully and enrich provision for the children in all learning areas. They provide good opportunities for pupils to contribute to planning activities, for example by drawing a mind map of different groups of animals on which they want to focus.

The opportunities that are provided for children to speak, read and write are a strong feature in most learning areas. For example, in the veterinary surgery, children can speak on the telephone, 'read' instructions and make 'notes' on paper.

The setting ensures that the children's numeracy skills develop well. In addition to the area for mathematical activities, there are regular opportunities in the other learning areas, and in the setting's regular activities, to develop the children's ability to enumerate, count and use shapes.

Provision for developing ICT skills is good. Practitioners ensure that children use the equipment that is available regularly and effectively, including a computer, a tablet and recording equipment. The setting works well with the local primary school to ensure use of purposeful software, which enriches provision well.

The setting provides appropriate opportunities to raise the children's awareness of the Welsh language and the Welsh dimension. It celebrates Saint Dwynwen's Day by making cards, and they celebrate St David's Day by wearing Welsh costumes. They also celebrate T Llew Jones day by dressing as characters from the author's books. The setting also gives some attention to other cultures during its learning sessions; for example, they teach the children about the Diwali festival and how it is celebrated. These experiences develop the children's understanding of the world in which they live.

## **Teaching: Good**

The setting's staff have a sound understanding of the principles of the Foundation Phase, and they provide effective opportunities for children to develop their skills across the six areas of learning. They work together well to ensure good opportunities for the children.

The leader and assistants give the children a good choice of activities to undertake in the continuous areas. They respect their choices and avoid giving too much direction. As a result, nearly all children are developing as effective independent learners. Practitioners have a good relationship with the children and, as a result, the children respond positively to them.

Practitioners model natural and polished Welsh very well. They encourage the children to read each other's names when completing the register, talk about the weather and discuss the date regularly. As a result, the children's oral standards and vocabulary are developing effectively. Practitioners question the children skilfully to identify individuals' needs well. They join in with the children's play regularly, and intervene purposefully in order to challenge them and move the learning forward successfully.

Arrangements to assess and track children's progress are effective. Practitioners observe pupils' activities continuously and take photographs regularly to record significant progress. Each child has a photographic record of progress over a period of time, and practitioners use this information effectively to plan the next steps and produce purposeful targets for them.

During the last year, the leader has begun to keep an electronic record of children's progress according to attainment outcomes. She transfers this information to the appropriate primary school when the children start there. This contributes effectively to ensuring continuity in their learning.

There are no formal reports for parents on their children's progress and achievement, but the staff draw attention to any significant development regularly, and provide them with information, if they wish.

## **Care, support and guidance: Good**

The setting has robust arrangements for promoting hygiene, eating and drinking healthily and keeping fit. The staff ensure that the children wash their hands before eating and provide them with a healthy snack. Although the space is limited, staff arrange regular activities both indoors and outdoors to promote their physical development, for example pedalling bicycles and using large toys. This develops the children's fitness effectively and contributes to their understanding of the importance of keeping fit.

Learning experiences promote the children's personal and emotional development well. The setting has good guidelines to promote good behaviour, for example by reminding the children about the rule for listening effectively. There are continuous opportunities for the children to make choices about what they would like to do. This



contributes significantly to their personal and social development. All practitioners are caring towards the children and encourage them to treat others with respect regularly.

The setting promotes the children's spiritual development appropriately by reciting a prayer before snack time, and at the end of the learning session. It develops the children's social skills well by conducting events such as sports day or a Halloween disco. Visits to places of interest and trips around the area promote the children's knowledge of their area well.

Although there are currently no children with additional learning needs at the setting, it has appropriate arrangements to support children, which include ensuring support from local services and agencies.

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

### **Learning environment: Good**

Cylch Meithrin Alltcafau is a welcoming and homely place which provides an interesting and safe environment for children. The staff treat all children equally and ensure that each child has an opportunity to take part in all activities. As a result, there is a very good relationship between the children and practitioners, and between the children.

Although the staff have to set up and clear all of the furniture and resources daily, the room is orderly and colourful, and attracts the children to play and learn successfully. Areas for continuous activity are attractive and include good resources, which encourage the children to be active. The outdoor area is arranged well and includes resources that stimulate the children to learn.

A noticeboard at the entrance provides useful information for parents about the setting's events and organisation. It is an effective means of sharing information with them. The setting makes good use of the local area to reinforce the children's experiences.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The leader has a robust vision to promote the children's wellbeing and development. She leads and implements improvements effectively and, as a result, the setting has a successful record of implementing changes. Practitioners have a clear understanding of their roles and duties. They work together effectively to raise the standard of provision and children's outcomes, for example when prioritising the need to target children's oral skills. Practitioners promote a caring and happy ethos very effectively.

Members of the management committee are very aware of the setting's performance and what needs to be developed further. They observe sessions regularly and report

back to the rest of the committee, and inform them of any support that is needed, for example ensuring that practitioners have time and resources to fulfil their duties effectively.

The setting has appropriate procedures for evaluating practitioners' work annually. This leads to purposeful training and support which target practitioners' needs appropriately, for example ensuring that staff have access to training on developing children's language in order to enable them to conduct effective oracy sessions.

The responsible person and the committee ensure that statutory policies are in place, and plan appropriately for financial needs strategically. Members of the committee have dedicated time and energy to ensure that they have a direct effect on provision and outcomes.

### **Improving quality: Good**

Practitioners know the setting well and have a strong commitment to continuous improvement. In a short period of time, practitioners have improved the quality of provision in order to broaden experiences for the children successfully. They evaluate and maintain consistent improvements by adapting and developing provision daily.

The self-evaluation procedure is relatively new. However, the report gives an accurate picture of what is happening at the setting. Staff and members of the management committee know what they are doing successfully and what they need to improve. The development plan that is based on the outcomes of the self-evaluation procedure is relevant to the needs of the children and the setting. Areas for development focus clearly on improving children's outcomes following observations. However, there is no regular timetable for monitoring the actions systematically.

Practitioners have positive attitudes towards development and they are willing to experiment with different ways of working, for example varying the layout and content of provision each day. They take advantage of training opportunities and adapt content for the setting to target the needs of children's outcomes, for example the use of visitors to read a physical story to the children.

The setting works closely with external agencies to develop and drive improvement. Leaders ensure that any suggestions and targets that are set for staff and the committee are implemented appropriately.

### **Partnership working: Good**

The setting has robust partnerships with parents and carers. Relevant information is provided to them by conducting daily discussions with them, displaying information on a noticeboard and posting messages on social media. Practitioners are available daily to discuss children's development informally with parents, and parents are aware that they are welcome to discuss any issues with practitioners daily.

The setting is the centre of community activity in the village, and it has successful partnerships with the local community, for example by taking part in activities to raise money for good causes. The setting makes good use of the local community in order to extend provision and experiences for children, for example using the wildlife areas and the local park to raise children's awareness of nature.

There is a robust partnership between the setting and the local school, as the headteacher and Reception class teacher visit the children each term. This facilitates the transition process well. The setting's leader makes appropriate use of the expertise of local schools to support staff to develop better teaching and assessment methods in specific areas, for example preparing challenging ICT tasks on interactive programs.

The constructive partnership between the setting and Mudiad Meithrin's development officer and the local authority's advisory teacher supports the setting's continuous improvement successfully.

### **Resource management: Good**

The setting makes efficient use of staff and resources to support teaching and learning. Leaders ensure that there is a sufficient number of staff and that they have suitable qualifications and relevant experience to work with young children. Very good use is made of the individual skills of practitioners and members of the committee to meet the children's needs, for example arranging a community session in order to move a resource shed and create a better outdoor area.

Performance management arrangements are appropriate and identify practitioners' needs well. There is a relevant link between practitioners' targets and the setting's priorities for improvement. By using different agencies, the setting ensures appropriate opportunities for practitioners to receive suitable training. Practitioners have taken advantage of links with other settings in order to develop a range of resources to target specific outcomes, for example using and recycling the equipment and furniture of other settings to promote children's independent mark-making skills.

Leaders are innovative in ensuring a sustainable future for the setting. They have a firm control of costs and expenditure, and they are creative in ensuring that money is prioritised for specific improvements. A good example of this is the expenditure on ICT resources to raise children's standards of literacy and numeracy.

In light of the effective provision and positive outcomes, the setting provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Fewer than 10 responses were received. No data will be shown.

## Appendix 2

### The inspection team

Vanessa Bowen	Reporting Inspector
Terwyn Tomos	Team Inspector

### Copies of the report

Copies of this report are available from the setting and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

## Glossary of terms

<b>Areas of Learning</b>	<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"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<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 partnership's conditions of registration.</p>
<b>Foundation Phase</b>	<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>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
<b>Mudiad Meithrin</b>	<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>

<b>Professional Association for Childcare and Early Years (PACEY)</b>	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
<b>National Day Nurseries Association (NDNA)</b>	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
<b>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education.