



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

**A report on**

**Cylch Meithrin Ffynnonwen  
Ffynnonwen Community Centre  
Login  
Whitland  
Carmarthenshire  
SA34 0TA**

**Date of inspection: February 2016**

**by**

**Dorothy Morris  
Reporting Inspector**

**for**

**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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Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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## Context

Cylch Meithrin Ffynnonwen meets in Ffynnonwen Community Centre near the rural village of Login in Carmarthenshire. It is open five mornings a week.

The setting is registered to take up to 16 children per session. Currently, there are 16 children aged two and three years of age on the register. Five receive funded early years education. English is the main language spoken in the homes of the majority of children. There are a very few children with additional learning needs in the current cohort.

There are three members of staff including a full-time leader. They are all experienced and suitably qualified in the education and care of young children. The leader has been in post since January 2010.

The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in July 2014 and by Estyn in October 2009.

## 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 is good because:

- practitioners provide children with a wide range of stimulating learning experiences
- there are very good features to the provision to develop children's creative skills
- the very good relationship between the children and practitioners promotes their confidence as learners
- effective teaching ensures the active involvement of all the children in their learning
- practitioners provide a happy, caring and supportive environment for the children
- the family atmosphere, which contributes significantly to children's development and wellbeing, is a strong feature

### Prospects for improvement

Prospects for improvement are good because:

- the leader provides strong leadership to the setting's work
- practitioners fulfil their roles conscientiously and work very effectively as a team
- the leader's commitment to promoting practitioners' wellbeing in the work place is an excellent feature
- the chair person and officers of the management committee work productively with the leader
- the setting development plan includes relevant areas for improvement
- there is evidence that improvements are introduced successfully
- practitioners are open to new ideas and different ways of working to make improvements
- resources are used constructively to support learning
- effective partnerships support children's development and learning

## Recommendations

- R1 Refine planning to ensure that activities extend children's skills consistently
- R2 Evaluate the effectiveness of the provision in more detail by focusing further on the learning and teaching
- R3 Develop the strategic role of the management committee

### **What happens next?**

The setting will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

There is no report on children's progress, standards in their skill development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

### Key Question 2: How good is provision?

**Good**

#### Learning experiences: Good

Practitioners provide children with stimulating learning experiences across the six areas of learning. The curriculum is organised around a series of themes that match children's interests and stage of development. All practitioners contribute to the planning during weekly staff meetings and this promotes their understanding of the activities to be provided. There are suitable opportunities for children to contribute to the planning by suggesting further activities.

Daily planning provides effective opportunities for children to use their literacy and numeracy skills. During group activities, for example, children listen to stories, join in songs and rhymes, look at books and use marking skills. There is constructive use of group activities, circle time and free choice activities for counting and handling numbers in different contexts. Focussed planning and suitable equipment provide children with productive experiences to develop a range of information and communication technology (ICT) skills.

There is careful planning of activities led by adults. The skills to be developed and the activities to be provided for different groups of children are noted clearly. The activities to develop children's number skills are an example. However, planning does not always ensure that children's skills, such as Welsh oral skills, are extended consistently.

There is effective provision to develop children's investigative, creative and physical skills. For example, there is constructive use of the outdoor area for children to grow flowers and vegetables, look for insects, cook in the mud kitchen and purchase goods in the builders' yard. There are very good features to the provision to develop children's creative skills. There is imaginative use of different media and materials to develop a wide range of skills.

Children's awareness of the traditions and celebrations of Wales is developed effectively through activities such as celebrating St David's Day and Santes Dwynwen's Day. Visits, and the contribution of a few visitors, support the learning further. For example, visits to the chapel, shop and particularly the forest promotes children's awareness of some of the features of their local area. In addition, visits by the nurse and policeman, for example, develop children's knowledge of the role some people play in the community.

## **Teaching: Good**

Practitioners have a sound knowledge of child development and Foundation Phase requirements. They provide a wide range of learning experiences that engage children and ensure their active involvement in their learning. There is a good balance between activities chosen by the children and activities led by practitioners. Activities are thoroughly prepared and there is effective use of resources to support the teaching and learning.

All practitioners interact effectively with the children. They talk to the children consistently and offer positive verbal feedback to consolidate the learning. As a result, children are confident to join in the range of activities provided. During activities in the outdoor area, for example, there is good use of questioning to encourage children to think and to extend their vocabulary when investigating which objects float or sink in water. Although there is constant encouragement for children to speak Welsh, there is not always enough attention during activities to encouraging children to use the new vocabulary and sentence patterns introduced.

Practitioners know the children well and have a clear understanding of their overall development and learning needs. There are detailed arrangements to record children's progress across the six areas of learning. The use of individual targets, which are regularly reviewed, is a constructive feature. Overall, there is appropriate use of assessment information to plan the next steps in children's learning. Parents are regularly informed about their children's development through daily discussions, detailed reports and parents' meetings.

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

The setting is a caring community with a family atmosphere which contributes significantly towards children's wellbeing. The induction arrangements, together with daily contact with parents, ensure that children settle quickly. Practitioners are very caring and supportive of all children. This is a strong feature of the provision.

The constructive use of pre-school health education programmes gives good attention to developing children's awareness of the importance of healthy living. This includes providing healthy snacks. Being part of the Designed to Smile initiative promotes good practice in the care of teeth.

Learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development. Important values, such as being kind, sharing and caring for others, are promoted effectively through daily activities. There is good attention to developing children's awareness of the need to help those less fortunate by collecting money for good causes. Experiences, such as attending a carol service in the chapel, participating in thanksgiving services and saying a prayer before leaving, contribute appropriately to children's spiritual development.

There is effective provision to develop children's knowledge of different cultures by participating in activities such as celebrating the Chinese New Year, Eid Au Fitr and the festival of Divali. Establishing links with a nursery setting in Patagonia promotes children's awareness of the wider world.

Practitioners provide good opportunities for children to learn about sustainability and the importance of caring for all living things. They include experiences such as growing plants, caring for small animals and various recycling activities. There is good use of visits to the forest which enable children to study animals and plants in their natural habitats. The setting is well aware of the importance of working in a sustainable manner and has been awarded the Eco-Schools Green Flag for the second time.

There are established arrangements for supporting children with additional learning needs. They include clear lines of communication with key agencies such as medical, and speech and language support services.

The setting's arrangements for safeguarding meet requirements and give no cause for concern.

### **Learning environment: Good**

The setting's ethos creates a welcoming and happy environment for all children. It is an inclusive community where all children have equal access to the learning experiences provided. Practitioners consider and value children's diverse backgrounds and respond effectively in accordance with this information.

The setting has enough suitably qualified practitioners to meet the requirements of the Foundation Phase. On the whole, there are plenty of resources to support activities across the areas of learning. They are accessible to children and this promotes independent learning effectively.

The building is old and provides facilities of adequate quality. There is effective use of the space available by organising activity areas around the room. Displays of children's work contribute to creating an attractive environment. The outdoor area provides purposeful opportunities for children to practise their physical, creative and problem-solving skills. The building and site are clean and safe.

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

The leader provides strong direction to the setting's work. She has clear objectives. Providing rich learning experiences and promoting children's development are high priorities. She communicates effectively with children and their parents, the staff and different agencies. As a result, there are good working relationships at the setting.

Practitioners undertake their responsibilities conscientiously and work effectively as a team. There is productive use of their skills and interests to guide and support different activities. Sessions run smoothly and provide an organised and purposeful environment for children.

Relevant policies are implemented consistently. There are established arrangements for evaluating practitioners' work and identifying their professional development needs. The leader holds regular meetings with individual practitioners which provide further support.



The management committee is fully committed to the setting's work. Members work hard to raise funds to secure additional resources. The officers work closely with the leader and contribute regularly from their own professional expertise and experience. However, the committee's strategic role, such as discussing and monitoring the implementation of the setting development plan, is less developed.

The setting gives appropriate consideration to national and local priorities, including implementing the Foundation Phase, developing children's Welsh language skills and promoting healthy living.

### **Improving quality: Good**

The leader has a sound knowledge of the setting's main strengths through observing provision, regular discussions with practitioners, and monitoring children's records to assess their progress. She seeks the views of members of the management committee, parents and support agencies, and acts on the information provided.

There is constructive use of weekly staff meetings to discuss provision and to plan ahead. However, more detailed consideration of aspects of teaching and learning has not developed fully.

Practitioners are open to new ideas and are willing to try different ways of working in order to improve. The greater use of the outdoor area is an example. Practitioners work effectively with the local authority link officer to develop the provision such as the attention to promoting children's number and ICT skills.

The self-evaluation report provides a balanced review of the provision. It identifies the strengths of the provision as well as highlighting certain aspects that need attention such as developing children's early literacy skills further. The development plan, which arises from this report, includes relevant targets and outlines tasks and responsibilities. The plan is being implemented appropriately.

### **Partnership working: Good**

The setting works productively with a range of support agencies to promote children's education and wellbeing. For example, there is constructive use of specialist agencies to assist practitioners to develop children's awareness of the need to protect the environment. The setting has won a gardening award and the Woodland Trust award for planting trees on the site.

The leader's commitment to promoting practitioners' wellbeing as an essential element in ensuring the best possible provision for children is an excellent feature. Gaining the 'Small Workplace Health Award' gold certificate recognises the setting's success in promoting the health and wellbeing of all its staff.

The setting has a strong partnership with parents and carers. They receive relevant information verbally, through brochures, newsletters and the notice board. The use of a large notice board in the outdoor area to record children's activities during the morning is greatly appreciated by parents.

The setting has beneficial links with the community. It holds successful events for both parents and the community, such as the 'prom' and fund raising activities. Practitioners, parents and children participate annually in a local carol service with other nursery settings in the area.

The productive links with the local primary school, including visits by the children and attending school concerts, promote a smooth transition for children to the next stage of their education.

The purposeful collaboration with the local authority's link teacher and Mudiad Meithrin officer leads to improvements in the setting through the practical advice provided. The opportunities for the leader to meet other setting leaders in the area provide a useful forum for sharing ideas and experiences.

### **Resource management: Good**

The setting is appropriately staffed. There is effective use of practitioners' time and skills to lead activities, and of resources to support the learning.

Practitioners attend suitable courses on Foundation Phase requirements and on the care and education of young children. The positive effect of the training is reflected in the most recent development plan with a target to develop children's literacy skills further. The leader has visited other settings and received some visitors to observe good practice.

Both the leader and the management committee's officers have a clear understanding of the budget. Spending decisions are prioritised appropriately according to setting needs. Budgeting procedures are followed systematically and there is regular use of fund-raising initiatives to supplement resources.

Given the quality of leadership, the learning experiences and the care and support to children, the setting provides good value for money.

## **Appendix 1**

### **Stakeholder satisfaction report**

#### **Responses to parent questionnaires**

The number of responses received was fewer than 10. No data will be shown.

## Appendix 2

### The reporting inspector –

Dorothy Morris	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.uk](http://www.estyn.gov.uk))

## 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 partnerships 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.