



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

**A report on**

**Cylch Meithrin Llansawel  
Llansawel Hall  
Llansawel  
Llandeilo  
Carmarthen  
SA19 7JH**

**Date of inspection: October 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 Llansawel is a Welsh-medium setting that is situated on the grounds of Llansawel village hall in Carmarthenshire local authority. The setting offers education and childcare between 8.30 in the morning and 12.45 in the afternoon each weekday for 39 weeks a year.

The setting is registered to admit up to 17 children per session, and children from two to four years old are admitted. There are currently 17 children on roll, four of whom receive early years education that is funded by the authority. English is the main home language of most of the children at the setting, and the rest of the children come from homes in which at least one parent speaks Welsh.

Three experienced and qualified members of staff work at the setting. The leader has been in post since 2012.

The setting was inspected by the Care and Social Services Inspectorate Wales (CSSIW) in January 2014 and by Estyn in March 2010.

## Summary

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

### Current performance

Cylch Meithrin Llansawel's current performance is good because:

- The setting places a robust emphasis on developing children's literacy, numeracy and information and communication technology (ICT) skills
- Practitioners plan and provide a range of interesting activities across a majority of the areas of learning which engage most children's interest effectively
- All practitioners have high expectations of the children
- Practitioners model language well and introduce the Welsh language skilfully and consistently
- Practitioners manage behaviour effectively
- The setting is a happy and welcoming community that gives a high priority to children's wellbeing and safety

### Prospects for improvement

Cylch Meithrin Llansawel's prospects for improvement are good because:

- The leader manages the setting successfully and energetically
- Practitioners understand their roles and responsibilities well and work together effectively
- The leader and practitioners have high expectations in terms of the setting's provision and children's standards
- The leader is open to new ideas and responds positively to advice
- There is a good range of effective partnerships that contribute beneficially to children's standards and wellbeing
- The setting provides good value for money

## Recommendations

- A1 Ensure that all areas of the continuous provision are available consistently and respond appropriately to all children's needs
- A2 Plan and provide stimulating learning opportunities across each of the six areas of learning regularly
- A3 Provide regular opportunities for children to investigate, experiment and guide their own learning
- A4 Plan and provide regular opportunities for children to develop the full range of skills outdoors

### What happens next?

The setting will produce an action plan that shows how it will address the recommendations. The local authority will monitor the setting's progress. There was no evidence of excellent practice at the setting.

## Main findings

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

#### Standards:

#### Wellbeing:

There is no report on children's progress, standards in their skills development, and wellbeing. This is because there were not enough relevant children present at the time of the inspection to report on without identifying individual children.

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

**Good**

#### Learning experiences: Adequate

Practitioners plan and provide a range of interesting activities across the majority of areas of learning. This engages most children's interest successfully; for example, children enjoy learning about different jobs as part of their theme. However, practitioners do not ensure that children benefit from opportunities across each of the six areas of learning regularly enough.

The setting plans to develop children's literacy, numeracy and ICT skills effectively, and this leads to good standards. They offer a number of valuable opportunities for children to practice early reading skills, by using a visual register and an emotion register. Children are given a wide range of stimulating opportunities to develop their ICT skills in purposeful situations, including using an electronic number line to check their work. Practitioners also provide effectively to stretch the skills of more able children, for example by offering opportunities to role-play people who help us, following a stimulating visit by a fire officer. However, they do not offer continuous provision consistently to respond to all children's needs.

The planning process includes regular input from all practitioners and leads to beneficial adult-led activities. However, there is not enough balance between adult-led learning and child-led learning. As a result, children are not given enough opportunities to experiment, research and develop their creative skills fully, nor to follow their own interests. The setting offers interesting opportunities for children to learn about nature while walking in the local area. It also offers beneficial opportunities for them to practice their gross motor skills in the village hall. However, in general, the setting does not plan effectively enough to develop children's skills outdoors.

Stimulating opportunities are provided for children to develop a better understanding of the world in which they live, such as researching and comparing St David's Day and the Chinese New Year. The setting also promotes children's awareness of their Welsh heritage effectively by using a wide range of traditional nursery rhymes skilfully and regularly. This enables children from non-Welsh speaking homes to develop their oral skills in the Welsh language naturally and through fun and enjoyment.

## **Teaching: Good**

All practitioners work together energetically as a team and all are completely aware of their teaching responsibilities. As a result, there is a diligent and stimulating learning environment in the setting. They have sound knowledge of the principles of the Foundation Phase and high standards in terms of response from children. All practitioners model language well and communicate effectively with children, and introduce the Welsh language skilfully and consistently. This supports children's understanding and enjoyment of the Welsh language very effectively.

Practitioners know the children well and there is a close relationship between them. They manage children's behaviour very effectively and praise them for their achievement and efforts regularly. This has a positive effect on children's wellbeing. During periods of optional activities, practitioners intervene skilfully in children's play and stretch and support them effectively. However, adult-led sessions tend to be too long and a few children lose interest. In general, there are not enough opportunities for children to make decisions about their learning.

Practitioners are aware of each child's needs and targets. New assessment procedures are beginning to have an effect, but observations do not yet influence follow-up planning regularly enough. Children are given beneficial opportunities to begin evaluating their own work and the work of other children at the setting. For example, use of a puppet encourages children to explain their work to him when building with large blocks.

Practitioners share useful information informally with parents at the end of the session, and about specific activities appropriately through social media. The setting provides comprehensive reports to parents at the end of the year.

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

The setting is a happy and welcoming community that gives a high priority to children's wellbeing and safety.

The setting provides effectively for children's moral, spiritual, social and cultural development. It encourages courtesy and good behaviour successfully and places a beneficial emphasis on fairness and consideration of others. For example, it encourages children to respect and support each other when tidying up, and encourages them to say thank you for their fruit and wait their turn when washing their hands. Practitioners offer suitable opportunities for pupils to take responsibility by taking turns to distribute dishes at snack time and take purposeful responsibility for serving others.

The setting promotes good practice in eating healthily by offering the children fruit and healthy drinks regularly during snack time. Although there are beneficial opportunities for children to move to music and respond to physical instructions in the village hall, there are currently not enough regular opportunities for children to keep fit outdoors. The setting is beginning to provide appropriate opportunities for children to act sustainably, for example by learning how to grow vegetables.

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

Robust processes respond to the needs of pupils with additional learning needs. This includes accessing support from appropriate agencies, when necessary. Practitioners target early intervention to promote children's listening and speaking skills effectively.

### **Learning environment: Good**

There is a familial and inclusive ethos at the setting and all children are respected as individuals. Practitioners ensure equal opportunities for all by modelling behaviour and tolerance effectively. They use positive praise to promote equality and, as a result, children treat each other with consideration.

The setting offers interesting and appropriate resources that promote children's literacy, numeracy and ICT skills successfully; for example, children benefit from the interesting and attractive supply of Welsh books and relevant and stimulating ICT equipment. The building is clean and tidy and has been renovated to a high standard. The learning environment is attractive and is arranged effectively, on the whole, in order to offer the children various experiences. However, not all areas of the continuous provision, such as the playhouse and water tub, are available regularly. As a result, children are not able to develop their own interests and practice the full range of skills regularly enough.

There are not regular opportunities for children to use the outdoor areas as part of the daily provision. However, practitioners are working with the village hall's committee to develop a safe outdoor area. They make appropriate use of the local environment to enrich children's experiences, for example by visiting a vegetable garden and using the village hall to practice their physical skills.

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

The leader manages the setting successfully and energetically. She has a clear vision that gives a high priority to developing the Welsh language and children's progress. She communicates effectively with practitioners and parents. As a result, there is a good working relationship at the setting. The leader communicates effectively with officers of the committee, and they work together purposefully for the benefit of the setting; for example, they have succeeded in establishing the setting on a new site in a short period of time, ensuring good quality provision for children.

All practitioners understand their roles and responsibilities well and work together effectively. This contributes positively to the smooth running of the setting's activities. As a result of the leader's positive attitude, all of the setting's staff have high expectations of the children and themselves, particularly in the use of the Welsh language and children's behaviour.



There is an appropriate performance management system. This gives practitioners a beneficial opportunity to evaluate their work and identify their mandatory training needs effectively. However, the current system does not yet lead to setting definite targets in order to develop practitioners' skills in full. The leader ensures that the setting's policies are all in place and are implemented consistently.

The leader gives valuable attention to local and national priorities and ensures that there is an effective focus on promoting children's literacy, numeracy and ICT skills.

### **Improving quality: Good**

The leader and practitioners evaluate their day-to-day work innately. As a result, a positive culture of self-evaluation is becoming a regular part of the setting's work. All practitioners meet weekly to evaluate their work and to discuss purposeful improvements, for example moving mark-making resources in order to attract children to them more effectively. The setting seeks the views of parents and carers appropriately through an annual questionnaire. Their comments have led to beneficial improvements, such as using social media to share information about the setting's activities. The leader and deputy undertake a formal self-evaluation each year, which identifies strengths and areas for improvement with increasing confidence.

Self-evaluation findings contribute to a relevant development plan that identifies definite priorities. The process leads to beneficial improvements, for example developing provision to promote children's ICT skills, and re-establishing the setting successfully on a new site. However, currently, the plan does not include a specific timetable or costs and does not name who will be responsible for monitoring progress.

Practitioners respond positively to advice from the local authority and from Mudiad Meithrin's development officer.

### **Partnership working: Good**

The setting has an effective range of partnerships that contribute beneficially to children's standards and wellbeing.

There is a robust partnership with parents and carers. The setting shares information about different activities regularly, and about what the children are learning. This is done through daily informal contact, a display of the children's work in the foyer, and effective use of social media. Practitioners also arrange opportunities for parents to see the learning strategy that is used in the setting, including a new method of promoting children's physical development. This contributes effectively to parents' and carers' awareness of the setting's work and how to support their children. Parents arrange social activities to raise money regularly, which have contributed towards purchasing beneficial resources.

The setting makes the most of strong partnerships with the local community; for example, it has recently re-established on a new site with the willing support of the village hall's committee. In addition, a significant grant was received from a local initiative to ensure a supply of stimulating resources to support Foundation Phase education.

The setting has effective partnerships with the local authority's advisory teacher and Mudiad Meithrin. Through these partnerships, practitioners receive new ideas through training, and resources to promote children's skills. The setting transfers children to a number of schools in the area, and they develop an appropriate relationship with them in order to prepare children for the next step in their education.

**Resource management: Good**

The leader has ensured that practitioners have suitable qualifications and experience to work with young children, and manages staff effectively. By doing so, she ensures that practitioners are industrious and diligent and undertake their responsibilities conscientiously. She makes good use of their talents, for example to read stories and sing nursery rhymes. The setting ensures that the leader makes good use of all opportunities to develop professionally and discover new methods of teaching and learning. Information is shared effectively and all practitioners, children and the setting's community benefit from this regularly. However, other practitioners are not currently given regular opportunities to attend professional training. The performance management system is developing appropriately and offers suitable opportunities for practitioners to evaluate the standard of their work.

The setting has a good supply of beneficial resources in order to respond to many of the requirements of the Foundation Phase and children's early education. The leader and committee officers keep a close eye on the budget. They prioritise expenditure purposefully according to the setting's needs and use funding to ensure that there are suitable reserves.

Considering the standard of teaching, leadership and provision to develop children's language, numeracy and ICT skills, 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

Sheila Birkhead	Reporting Inspector
Vanessa Bowen	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>	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	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.
<b>Foundation Phase</b>	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.
<b>Foundation Phase child development assessment profile (CDAP)</b>	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
<b>Local authority advisory teacher</b>	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
<b>Mudiad Meithrin</b>	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.

<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.