



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales



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

A report on

**Cylch Meithrin Pentre'r Eglwys
Parish Hall
Main Road
Church Village
CF38 1PY**

Date of inspection: February 2016

by

Care and Social Services Inspectorate Wales (CSSIW)

and

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

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, and the setting complies with relevant regulations
Adequate	Strengths outweigh areas for improvement and/or examples of non-compliance
Poor	Important areas for improvement outweigh strengths and/or significant examples of non-compliance that impact negatively on children

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.uk

This and other Estyn and CSSIW publications are available on our respective websites:

www.estyn.gov.uk

www.cssiw.org.uk

© Crown Copyright 2016: 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: 07/04/2016

About the setting

Name of setting	Cylch Meithrin Pentre'r Eglwys
Category of care provided	Sessional care
Registered Person(s)	Lisa Thomas
Responsible Individual (if applicable)	
Person in charge	Kirsty Jones and Catherine Hibbert
Number of places	26
Age range of children	2 to 4 years
Number of children funded for education	16
Opening days / times	Monday to Friday 8.45am to 11.45am and 12.15pm to 3.15pm
Language of the setting	Welsh is the main language of care in the morning session and both English and Welsh are used in the afternoon session
Date of previous CSSIW inspection	6 March 2015
Date of previous Estyn inspection	This is the first Estyn inspection
Dates of this inspection visit(s):	2 and 3 February 2016

Additional information

Nearly all children speak English and a very few speak Welsh as their home language. There are very few children with additional learning needs attending the setting at the time of the inspection. The setting has seven full time and one part-time members of staff. It meets in the Parish Hall and the learning environment is set up and packed away daily. The setting has provided part-time education for three-year-olds since 2013 and also offers Flying Start places.

Report summary

Theme	Judgement
Wellbeing	Good
Learning	Good
Care and development	Good
Teaching and assessment	Good
Environment	Good
Leadership and management	Excellent

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Strengthen the adult-led activities to make the most of learning opportunities
- R2 Ensure that planning for focused activities takes full account of children's stage of development to meet their individual needs more effectively

What happens next?

The setting will draw up an action plan that shows how it is going to address the recommendations. Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Wellbeing

Good

Children are happy, relaxed and comfortable with the practitioners. They enter the setting laughing and smiling and nearly all cope well with separation from their parents or carers. All children choose an activity eagerly as soon as they arrive and many persevere for a reasonable amount of time. For example, a few demonstrated good concentration levels when completing a threading activity or making dough with the flour. However, a few children did not always maintain interest in certain adult-led activities such as a group story and circle time. Most children are confident to try new things and take risks. A few children are wary of experiencing messy play activities but, with the sensitive support of practitioners, they plant beans in the soil and play with the shaving foam enthusiastically.

Nearly all children communicate and express themselves well and are developing appropriate language skills taking into consideration their age and stage of development. Most contribute to ideas for activities, which practitioners record in the bubble chart board. Children approach practitioners confidently and know that they will respond to their wishes. For example, practitioners sat with individual children to read them a story that they had asked for. Children who are upset quickly resume playing following comfort and reassurance by practitioners.

Most children make appropriate choices about activities and express their views confidently about what they want to do in the setting. For example, children used a mobile phone to choose, order and pay for cars they wanted for the garage. They were excited and proud when the cars arrived. Children show enjoyment in their chosen activities and gain a sense of achievement from what they do. For example, children are keen to show practitioners, and each other, their finished Chinese dragons.

Most children are well behaved. They are considerate of others and share equipment well. Nearly all children take appropriate care of resources and help to tidy up. They are starting to take turns, for example when playing the banana game. They are also starting to co-operate appropriately, such as when helping each other to carry a large painting out to the foyer to dry.

Children gain a good range of self-help skills and are becoming more independent. At snack time, they choose what they want to eat and are responsible for pouring their own drinks, spreading butter on their bread and clearing their plates. Many of the children put on aprons unaided and use the toilet facilities independently.

Learning (only applies to funded children)

Good

Most children make good progress in their learning in the Foundation Phase and achieve well in the activities planned for them.

Nearly all children make themselves understood effectively. They understand and follow instructions well and respond to questions from practitioners appropriately.

Most children join in singing songs and rhymes enthusiastically. They enjoy choosing their favourite songs and repeat them confidently. Most children's speaking skills are developing suitably, in line with their age and stage of development. Nearly all children enjoy hearing stories and looking at books, handling them correctly. A few more able children recognise letters and are beginning to read simple words such as 'mam' confidently. Nearly all children enjoy experimenting with mark-making using shaving foam, chinks, felt pens and pencils with increasing control. A few more able children use an appropriate grip to hold their pencils. These children are beginning to form letters correctly, such as the letters in their names.

Nearly all children develop their numeracy skills well. They count confidently up to ten by rote and are beginning to recognise numbers successfully, for example when they name the numbers they find in a large tray of spaghetti. Most children recognise simple shapes and talk confidently about different sizes and lengths, such as when they describe the dancing Chinese dragons, comparing their long necks with dinosaur necks. Most children make confident decisions about where they want to play. They solve problems well, such as working out how to fit two dolls into the baby bath. Many children join in appropriately with physical activities, such as the regular music and movement session. Most children handle small tools with increasing control, using chopsticks to pick up spaghetti and persevering well to use tweezers to pick cards out of the sand tray.

Most children are developing their personal, social and emotional skills appropriately. However, a very few children tend to lose interest in a few group-activities. Nearly all children are becoming confident in using technology in their play. They direct battery operated toys with increasing control and enjoy using the electronic keyboard to make music.

Care and development	Good
-----------------------------	-------------

The setting has effective arrangements to promote children's awareness of healthy living. All practitioners have attended relevant training and implement good hygiene procedures appropriately. Practitioners encourage children to eat a variety of healthy food, including fresh fruit and vegetables. They reinforce the importance of oral health by supporting children to brush their teeth. Drinking water is available and is easily accessible by all children. Practitioners ensure that children have regular opportunities to take part in outdoor play and physical activities, and appropriate outdoor clothing is readily available to allow children to go outside in all weathers. Practitioners also provide an indoor physical activity every day, for example dancing, balancing or a running game.

Practitioners are caring and supportive of all children and work closely with parents and carers. They are familiar with the children's individual health and medical needs and where relevant they have attended training to support specific needs. The key workers know their children well and closely monitor their development and individual targets. Practitioners extend children's play successfully. For example, a few children decided to paint the dolls and practitioners responded by providing bathtubs and water to enable the children to wash the dolls after they finished the activity. All practitioners have undertaken suitable first aid training courses to ensure children's safety and wellbeing and follow appropriate procedures for recording accidents or injuries.

There are effective arrangements to support children with additional learning needs. These include clear lines of communication with key agencies such as speech therapists and health visitors. The setting keeps parents well informed about their child's progress.

The setting promotes equality and diversity and ensures that all children have equal access to resources and activities. Practitioners provide children with worthwhile opportunities to learn about different cultures, including St David's Day and Chinese New Year.

The setting's arrangements for safeguarding meet requirements and give no cause for concern. All practitioners have attended relevant and recent safeguarding training. They all understand their roles and responsibilities with regard to safeguarding, promoting healthy lifestyles and personal care.

Practitioners generally manage children's behaviour well. They are good role models and interact consistently with children in a calm and gentle manner. They successfully distract children who show unwanted behaviour and engage them quickly in other activities. All practitioners attend training to ensure that their behaviour strategies and knowledge are effective and up-to-date.

Teaching and assessment (only applies to funded children)	Good
--	------

Practitioners work well together to plan a wide range of interesting experiences that children enjoy. They take children's and parents' ideas and interests into good account to help them decide on suitable themes and topics, such as 'Winter Wonderland'. Practitioners use the Foundation Phase Framework effectively, focusing well on developing children's literacy and numeracy skills. This ensures that children make good progress in their learning over time.

Practitioners provide many worthwhile learning experiences that help children to grow in confidence and make independent choices. They offer interesting activities that help children develop new skills effectively through their play. For example, children mix flour with hair conditioner to make dough, exploring different textures and smells. Practitioners develop children's thinking skills effectively when they provide picture clues to help children find a story character's friends. There are many valuable opportunities to encourage children's creativity, including when they paint as they listen to music. Careful planning ensures that children have suitable opportunities to develop their physical skills indoors and on regular visits to the nearby park.

Practitioners regularly add interesting resources to all the areas of learning. These encourage children to develop their literacy and numeracy skills well through their play. Practitioners plan focus tasks that are particularly effective in supporting more able children to develop their early reading and writing skills. However, focused activities do not always provide sufficient opportunities for children to practise and embed more basic mark-making skills and occasionally stories are too challenging to sustain children's interest successfully. Practitioners use songs and stories effectively to support children's language development, introducing new vocabulary in a helpful context. The setting provides an interesting variety of resources that develop children's information and communication technology (ICT) skills well.

Learning experiences promote children's spiritual, moral, social and cultural development well. Throughout the sessions, practitioners teach children about honesty, fairness and respect as they encourage them to share their toys and take turns. There are valuable opportunities for children to become curious about their own and other people's lives and beliefs through visitors to the setting, and celebrating events such as Chinese New Year. Practitioners promote children's understanding of Welsh culture effectively by singing traditional songs and celebrating St David's Day. The setting promotes a sense of awe and wonder appropriately through children planting bulbs in the garden and going on walks in the local area. There are suitable opportunities for children to learn about recycling waste food, paper and plastic.

Nearly all practitioners have a good understanding of child development and Foundation Phase requirements. They work sensitively and skilfully alongside the children, responding appropriately to their different characters. They are good language role models, concentrating well on developing children's language skills and making appropriate use of songs to help children follow the daily routine. Nearly all practitioners question children appropriately, helping them to develop their thinking skills effectively. They have a thorough understanding of the importance of child-initiated play, giving children meaningful opportunities to develop their independence and follow their own interests. However, a few practitioners are not as clear about how they should manage children's behaviour during adult-led activities. As a result, not all children are as actively involved as they could be. Practitioners work hard to provide a stimulating, challenging and exciting indoor learning environment that children enjoy, supporting their learning effectively. They have a thorough understanding of the value of outdoor play and provide meaningful opportunities in the small space available.

All practitioners know the children well. They assess children regularly and use the information well to identify suitable individual targets to help children improve. Practitioners use information from assessments to help them plan appropriately, meeting most children's needs and following their interests successfully. Parents have good opportunities to learn about their children's progress at the end of each session and through regular coffee mornings at the setting.

Environment	Good
--------------------	-------------

Leaders make effective use of indoor space by organising valuable learning activities around the room. Practitioners work extremely hard to create an exciting and supportive learning environment for the children. This is particularly challenging as all furniture and equipment are set up and packed away daily. Practitioners use display boards of children's work well to create a colourful environment. There is ample space in the hall and plenty of natural light. The premises are clean and well maintained, thus promoting children's safety and wellbeing.

The outdoor play area is limited. It comprises a very small fenced off area. Good use is made of the facility to enable children to play with sand, water and soil in the outdoors. The setting also has access to a garden to the rear of the hall where children have useful opportunities to learn about planting and growing. Children regularly go to the local park and shops, which helps them to understand their community and to socialise.

The premises are safe and secure. No one can access the premises unless admitted by a staff member. Practitioners demonstrate a good awareness of health and safety issues. They reinforce safety messages regularly to the children, for example when using the slide or when using a knife at snack time. Leaders ensure that there are robust risk assessments in place and review these as required. Practitioners follow effective security procedures when children arrive and leave the premises. Practitioners also ensure that all visitors sign their visitors' book when they arrive and leave.

There is an excellent supply of good quality, age appropriate resources for delivering the Foundation Phase curriculum successfully. Resources are easily accessible and stored in low-level boxes with Welsh labelling and photographs to allow the children to make choices about their play. The setting has a good range of toys and equipment to promote cultural awareness, including dressing up clothes and musical instruments from other countries. For example, there are Chinese dresses available. There is a useful selection of resources for children to develop their ICT skills appropriately, including remote controlled toys, lap tops and audio resources.

Leadership and management	Excellent
----------------------------------	------------------

The leadership of the setting is well established and highly effective. The registered person has a strong vision that she communicates very successfully, creating a highly purposeful working environment in which children thrive. She defines roles clearly and shares responsibilities extremely well. This ensures that the setting runs smoothly, that all policies and procedures are up-to-date, and that there is clear focus on meeting children's needs. No examples of non-compliance were identified during the inspection and the setting regularly exceeds the national minimum standards. For example, leaders complete a useful overview of the setting's work each half term. This enables them to evaluate progress effectively and keeps managers well informed. As a result, managers know the setting very well and step in to provide support when needed. This constructive approach enables leaders at every level to set high expectations and challenge everyone to do their best. The review also highlights key priorities for improvement effectively. Leaders transfer these priorities to the setting's development plan, ensuring that there is sustained improvement. The setting keeps its statement of purpose up-to-date, providing a clear and accurate picture of the service it provides.

Lines of communication within the management structure are very well developed. For example, leaders who run the morning and afternoon sessions communicate with each other extremely effectively. This ensures that children benefit from a consistently high standard of provision in both sessions and that practitioners deal with issues promptly and know exactly what is expected of them. Leaders lead by example, sharing their values and norms about learning, behaviour and relationships highly effectively. For example, the registered person regularly provides valuable advice and support to help practitioners to develop their expertise in dealing with challenging behaviour and children's individual needs effectively.

There is a strong culture of continuous improvement in the setting. All practitioners contribute to the self-evaluation process and recognise the setting's strengths and areas for development. They can point to regular improvements in provision that

support children's learning needs effectively, for example moving focus activities for older children to a quieter place, to help children to concentrate better on their tasks. Managers make exceptionally good use of information from children's assessments, analysing this data carefully to identify any gaps in children's learning or experiences. They act promptly on their findings, ensuring that they plan successfully to meet children's needs. Leaders and managers monitor standards of teaching and learning regularly. This is a strong feature of the setting's work, enabling practitioners to become increasingly skilful, and dealing with any shortcomings effectively in a supportive environment. Leaders and managers value advice and support from advisory teachers supporting Flying Start and funded three-year-old children. They work hard to meet the requirements of both services, constantly looking for ways to improve. Leaders and managers allocate funding appropriately to support continuous improvement, such as purchasing ICT equipment to meet one of the setting's development targets. The registered person has a powerful vision and strategic plan for the future of the setting, and works effectively towards achieving this goal.

The setting manages staff and resources very effectively. Managers follow a robust recruitment process that fully complies with requirements and ensures that children are safe. The setting is well staffed with practitioners who are qualified to at least the expected level and have good experience of working with young children. They benefit from an established supervision and appraisal system, which supports practitioners very well, identifying training needs and leading to continuous improvement. The management team has developed an innovative staff competency record, which helps to ensure that all practitioners are fully aware of their responsibilities and are familiar with policies and procedures. The registered person operates an internal system to cover staff absence, which provides valuable continuity of care for children if practitioners are off work. The setting manages its budget well and prioritises spending effectively to ensure that children benefit from good staffing levels and the use of good quality resources. The area manager provides valuable support for the setting leaders in applying for additional grant funding to support specific projects.

Leaders have developed a worthwhile range of partnerships that benefit the children. The partnership with parents is strong. Parents appreciate the many different ways that practitioners share information about their children's progress with them, both formally and informally. Practitioners offer parents meaningful opportunities to contribute their suggestions for trips and themes, helping to make sure that activities reflect children's interests appropriately. Leaders work well with support agencies, such as the Flying Start health visitor, providing for children's additional and emotional needs effectively. The setting makes good use of strong links with the local community. A purposeful working relationship with the local school helps to prepare children for the next step in their education. Regular visits to the park and the local shops help children to develop their physical skills, and their knowledge and understanding of the world around them.

Appendix 1

Responses to parent questionnaires

Denotes the benchmark – denotes N/A.

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Overall I am satisfied with the setting.	17	14 82%	3 18%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		-	-	-	-	-	
My child likes this setting.	16	14 88%	2 12%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		-	-	-	-	-	
I received information about the setting that enabled me to make an informed choice about whether to use the setting.	16	10 62%	5 31%	1 6%	0 0%	1	Derbyniais wybodaeth am y lleoliad a wnaeth fy ngalluogi i wneud dewis gwybodus ynghylch p'un ai i ddefnyddio'r lleoliad.
		-	-	-	-	-	
My child was helped to settle in well when he or she started at the setting.	17	16 94%	1 6%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		-	-	-	-	-	
My child has a keyworker who ensures that his or her needs are met.	15	12 80%	3 20%	0 0%	0 0%	2	Mae gweithiwr allweddol gan fy mhlentyn, sy'n sicrhau bod ei anghenion / ei hanghenion yn cael eu bodloni.
		-	-	-	-	-	
My child is making good progress at the setting.	17	12 71%	5 29%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		-	-	-	-	-	
Children behave well in the setting.	16	10 62%	5 31%	1 6%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		-	-	-	-	-	
Care is good.	17	15 88%	2 12%	0 0%	0 0%	0	Mae'r gofal yn dda.
		-	-	-	-	-	
Teaching is good.	15	12 80%	3 20%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		-	-	-	-	-	
Staff treat all children fairly and with respect.	17	15 88%	2 12%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		-	-	-	-	-	
My child is encouraged to be healthy and to take regular exercise.	16	13 81%	3 19%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		-	-	-	-	-	

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
My child is safe at the setting.	17	14 82%	3 18%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
My child receives appropriate additional support in relation to any particular individual needs.	16	12 75%	4 25%	0 0%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	17	12 71%	5 29%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the setting with questions, suggestions or a problem.	17	15 88%	2 12%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
I understand the setting's procedure for dealing with complaints.	16	13 81%	3 19%	0 0%	0 0%	1	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
My child is well prepared for moving on to school.	15	11 73%	4 27%	0 0%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
There is a good range of activities including trips or visits.	17	11 65%	6 35%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The setting is well run.	17	13 76%	4 24%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.

Appendix 2

Copies of the report

Copies of this report are available from the setting and from Estyn and CSSIW's websites (www.estyn.gov.uk) (www.cssiw.org.uk)

Appendix 3

Glossary

Additional learning needs (ALN)	This term covers a very wide range of needs. We use the term additional learning needs in relation to children who have needs besides those of most of other children in the setting, for a number of different reasons.
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
Care Council for Wales	This is the Sector Skills Council for Social Care, Early Years and Child Care in Wales.
Foundation Phase	The statutory curriculum for all three to seven-year-olds in Wales, in both maintained schools and non-maintained settings
Flying Start	Services that deliver free, part-time childcare for eligible two-year-olds to help give them the best start in life and prepare them for school. They also provide increased levels of support from health visitors and parenting programmes to give young children the best possible start in life. These programmes have been running since January 2007.
Funded non-maintained settings	Settings funded by the Welsh Government to provide part-time education for three and four-year-olds. They include playgroups, private day care providers and independent schools.
Key person or key worker system	This is a practitioner who is assigned to each child so they always have a trusted, familiar person available to them so that they feel safe and comfortable. They build positive relationships and regularly talk to parents.

Leaders	<p>This can include the Registered Person, Responsible Individual or Person in Charge</p> <ul style="list-style-type: none"> • Registered person – the person who is registered by CSSIW to provide the service. This may be an individual or an organisation • Responsible individual – where the registered person is an organisation, this is a person who is nominated by that organisation to act on their behalf • Person in charge – the individual appointed by the registered person to be in full day-to-day charge of the service
Practitioners	All persons working directly with children in a setting
Safeguarding	Statutory duty to keep children safe and promote their wellbeing