



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Cylch Meithrin Y Tonnau
The Leisure Centre
Barmouth
Gwynedd
LL42 1HA**

Date of inspection: May 2015

by

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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:

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

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Context

Cylch Meithrin Y Tonnau is a registered setting that meets in the Leisure Centre in the town of Barmouth. The setting was opened in February 2014 to provide Welsh medium pre-school education for the children of Barmouth.

The setting admits children of all abilities and backgrounds to the session. There were no children with additional learning needs or from ethnic minority groups attending the setting during the inspection. All the children speak English as the main language at home.

The setting provides three-hour sessions during five mornings a week for three-year-old children with three additional afternoon sessions for children who cannot be accommodated in the morning sessions. Twenty-six children are registered in the setting, nineteen of whom receive funding by the local authority.

Children are taught by a manager, a leader and three practitioners who are appropriately qualified to teach the early years.

This is the setting's first Estyn inspection. To date, it has not been inspected by the Care and Social Services Inspectorate Wales.

Summary

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

Current performance

Performance is good because:

- almost all children make realistic progress in all the areas of learning, including the Welsh Language;
- nearly all children show an interest in their tasks and enjoy their time in the setting.
- stimulating activities promote children's engagement and encourage them to become active learners;
- of the high quality of the teaching and the assessment procedures;
- practitioners know the children well and provide them with clear guidance during sessions; and
- the setting is an inclusive community where every child has equal access to all areas of learning and activities that are provided for them.

Prospects for improvement

Prospects for improvement are good because:

- leaders create a strong sense of purpose which promotes and maintains continuous improvement;
- practitioners work very effectively as a team and share common values about learning;
- all members of staff are well aware of the setting's strengths and what needs to do in order to bring about further improvement;
- a wide range of partnerships activities makes a strong contribution to children's achievements and wellbeing;
- practitioners act upon advice and are willing to experiment with new and different ways of working; and
- the setting provides good value for money.

Recommendations

- 1 Establish and outdoor learning area.
- 2 Ensure that children have an active role in assessment processes.
- 3 Evaluate the impact of the development plan on standards and provision.

What happens next?

The setting will form an action plan showing how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Bearing in mind their age and starting point on-entry to the setting, nearly all children make realistic progress in all areas of learning. Many recall previous learning well and face new learning experiences enthusiastically making good progress towards becoming independent learners. Most are inquisitive and enthusiastic learners that are willing to take risks and make mistakes.

Almost all children express themselves coherently, they listen and respond to directions and use appropriate language in their play. Nearly all show an interest in books. They handle a book as a reader and enjoy listening to stories. During registration at the beginning of sessions, all children recognise their own names with many also recognising the names of other children. When experimenting with different media in the graphic area, many children make appropriate progress in their mark-making for different purposes.

Most children make appropriate progress in their understanding of Welsh from the time they started in the setting.

During their activities and day-to-day play, almost all children use their numeracy skills with increasing confidence. They join in very enthusiastically with others in the group as they sing a wide range of number rhymes or whilst counting together how many children present in the class. The more confident children count up to ten objects and beyond, with increasing accuracy. During role-play in the wendy house, most demonstrate an appropriate awareness of the purpose of money.

Many children make good progress in their ICT skills. They input commands into a floor turtle with increasing accuracy and use electronic tablets confidently for taking photographs and practising letter formation.

Wellbeing: Good

Nearly all children demonstrate a good level of interest and motivation towards learning and enjoy their time in the setting. Children have a close relationship with practitioners and trust their guidance. Every individual feels safe in the setting and free from physical and verbal abuse.

All children behave well during sessions and are considerate and courteous towards their peers and adults. Most co-operate amenable demonstrating increasing levels of independence. All children say they enjoy their time at the setting and many are keen to communicate with inspectors what they enjoy doing.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Through effective collaboration, practitioners provide a broad range of learning experiences, which successfully meet the needs and interests of children across the full ability range. This enables every child to make good progress towards meeting Foundation Phase outcomes. Stimulating and flexible activities promote children's engagement well and encourage them to play an active role in their learning. The practical and open-ended nature of the learning experiences provides valuable opportunities for children to form positive relationships with each other and to foster a sense of respect and tolerance towards one another.

Through careful and systematic planning, the setting ensures that children acquire the necessary literacy, communication, number and ICT skills to enable them to take advantage of all their learning experiences. Visits to the setting by crews from the Fire Service, the Lifeboat and Coastguards enrich children's learning experiences substantially.

Provision for promoting the Welsh language is good. Children consistently hear the adults around them speaking Welsh and are encouraged to use the Welsh language as much as possible. The traditions and the cultural celebrations of Wales are promoted effectively, for example, through stories and celebrating St David's Day.

Teaching: Good

Practitioners have up-to-date knowledge of child development and have a thorough understanding of Foundation Phase requirements. They expect much from children of all abilities and provide a variety of valuable opportunities for them to be active learners. Through detailed collaborative planning and the adoption of 'key workers', practitioners succeed in creating an appropriate balance between activities chosen by the child in the learning areas, and focus tasks that are led by adults.

Practitioners know the children well and adapt their teaching styles to suit the particular needs of the individual. One of the most prominent features of teaching is the fun way through which practitioners introduce Welsh at the start of lessons. Games such as guessing which objects are in the bag, discussing the weather and singing number rhymes together, spark children's interest and foster positive attitudes towards learning the language.

Practitioners assess children's progress regularly and comprehensively and record observations and assessments carefully to measure every individual's progress throughout their time at the setting. The setting uses assessment outcomes very effectively for identifying children's individual needs and planning future activities. However, children do not have an active role in the assessment process and this limits its effectiveness.

By receiving an album of photographs of their children at work in the learning areas, parents receive full and interesting information about their children's progress during their time in the setting.

Care, support and guidance: Good

The setting makes appropriate arrangements for promoting healthy eating and drinking. Daily practices such as eating fruit during snack time and encouraging children to clean their teeth after eating, make a valuable contribution to their welfare.

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

The setting promotes children's spiritual, moral, social and cultural development successfully. Practitioners strongly emphasise the need for everyone to be kind to one another and to be honest and fair. This greatly helps children in learning the difference between right and wrong. Participating in celebrations such as Diwali, help children to feel respect towards other cultures in different parts of the World.

The range of strategies that practitioners use to promote good behaviour has a very positive effect on children's attitudes and on their ability to be more considerate towards other children around them.

There are appropriate arrangements at the setting for recycling and reducing waste.

Effective induction arrangements help children to settle down quickly without any difficulties at the setting.

Practitioners know the children well and provide clear guidance during sessions. They have a secure understanding on how to access professional help for children and parents.

Practitioners identify children's needs in detail when they join the setting and ensure that these needs are met.

Learning environment: Good

The setting is an inclusive community where every child has equal access to all areas of learning and activities provided. There is strong emphasis on developing tolerant attitudes and ensuring that children and members of staff are free from any harassment. Practitioners succeed in creating an interesting learning environment in which every child can take full advantage of the learning experiences and develop positive values and attitudes.

There is an ample supply of good quality resources, which enable practitioners to address the requirements of the Foundation Phase successfully. Visitors from the community such as the Coastguards, are used effectively to support learning in the classroom.

Accommodation is of very good quality and is accessible to all children and adults, including the disabled. The spacious learning areas provide a comfortable and homely atmosphere for teaching and learning.

The absence of a designated outdoor learning area restricts the range of learning experiences which practitioners are able to provide for children.

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

Through the leaders' dedication and enthusiasm, the setting has succeeded in creating a particularly positive ethos where children and staff feel that they are appreciated. Practitioners share common values about learning, behaviour and relationships and they co-operate very effectively to ensure that the Foundation Phase is implemented successfully. The strong sense of purpose at the setting promotes and maintains improvement effectively. Learning and teaching are well managed, and the setting's policies are implemented effectively. During sessions, staff have a clear understanding of their roles and responsibilities, which they fulfil conscientiously. The very positive relationship with children and parents makes a strong contribution towards creating a sense of community. Procedures for managing and appraising staff performance are effective.

The management committee has up-to-date information of the setting's performance and fulfils its duties conscientiously. The committee chairperson supports the setting effectively as a critical friend and contributes well to its strategic management.

Improving quality: Good

Leaders and practitioners are well aware of the setting's strengths and have a clear understanding of what they need to do in order to bring about further improvement. They are continually self-evaluating and looking for ways of improving provision and raising standards. There are secure arrangements for maintaining good practice and implementing change in areas, which need improving.

Leaders consider the views of parents carefully and implement any suggestions that are made by them. They also benefit substantially from the professional advice of the local authority support teacher. Practitioners are able to show how self-evaluation has enabled them to bring about improvements in the quality of planning and assessment.

The development plan pays appropriate attention to the priorities that came to the fore through self-evaluation. Although the plan provides a clear direction for the setting's development, there are no procedures for evaluating how implementing the plan affects standards and provision.

Partnership working: Good

A wide range of partnerships activities makes a strong contribution to children's achievements and wellbeing.

Parents receive information about all aspects of the setting's work regularly. Leaders provide parents with a useful information pack on their child's entry to the setting and use social media very imaginatively to update parents' knowledge regularly. This ensures that parents have a clear understanding of the setting's policies, procedures and expectations.

Effective transfer arrangements between the setting and the school ensure that children settle down quickly in the Foundation Phase class and that there is progression and continuity in their learning experiences.

Practitioners work well together, share information about children and know whom to contact and when if additional support is required for children.

The close co-operation between the setting and the local authority support teacher has contributed substantially towards improving provision and raising standards.

Resource management: Good

The setting is a strong learning community, which has established a positive culture of collaboration. Staff receive support from continuous professional development that ensures that their knowledge and skills are updated regularly.

The willingness of practitioners to act upon advice and to experiment with new and different ways of working, for example assessment for learning, is a strength, which leads to continuous improvement.

The setting has an appropriate number of staff to teach the curriculum effectively. The leader uses staff time and experience effectively to ensure that the care and support available for children is of the highest possible quality.

The management committee's treasurer keeps a detailed account of the setting's financial situation ensuring that expenditure is managed carefully according to the setting's developmental needs. Spending decisions are constantly evaluated to ensure they have a direct effect on children's progress and wellbeing.

Bearing in mind the good outcomes and children's continuous progress, the setting provides good value for money.

Appendix 1

Stakeholders' satisfaction report

Responses to parent questionnaires

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	13	12 92%	1 8%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	13	11 85%	2 15%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	13	12 92%	1 8%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	12	10 83%	2 17%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	0%	0%		
Children behave well in the setting.	13	9 69%	3 23%	0 0%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	26%	0%	0%		
Teaching is good.	13	11 85%	2 15%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		79%	18%	0%	0%		
Staff treat all children fairly and with respect.	13	12 92%	1 8%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		82%	15%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	13	9 69%	2 15%	0 0%	0 0%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		73%	22%	0%	0%		
My child is safe at the setting.	13	12 92%	1 8%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	14%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	10	8 80%	2 20%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		64%	24%	1%	0%		
I am kept well informed about my child's progress.	13	8 62%	4 31%	1 8%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	6%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the setting with questions, suggestions or a problem.	13	12 92%	1 8%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	13	10 77%	2 15%	0 0%	0 0%	1	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		62%	29%	3%	1%		
My child is well prepared for moving on to school.	13	10 77%	3 23%	0 0%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		70%	24%	1%	0%		
There is a good range of activities including trips or visits.	13	7 54%	5 38%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		61%	30%	4%	1%		
The setting is well run.	13	12 92%	1 8%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

The reporting inspector

Mr Wil Williams	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)

Glossary of terms

Areas of Learning	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development
CSSIW	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnership's conditions of registration.</p>
Foundation Phase	<p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.</p>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
Mudiad Meithrin	<p>A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.</p>

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