



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

**Report following monitoring
Level of follow-up: Estyn monitoring**

**Cylch Meithrin Cwrt Henri
The Reading Rooms
Dryslwyn
Carmarthenshire
SA32 8RU**

Date of visit: April 2016

by

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

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The monitoring team

Sheila Birkhead	Reporting Inspector
Elonwy Evans	Local authority representative

Outcome of monitoring

Cylch Meithrin Cwrt Henri is judged to have made insufficient progress in relation to the recommendations following the core inspection in January 2015.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is increasing the level of follow-up activity.

Estyn inspectors will re-visit the setting in about six months' time to inspect progress against the recommendations.

Progress since the last inspection

Recommendation 1: Extend children's literacy, numeracy and ICT skills

Satisfactory progress in addressing the recommendation

Evidence provided by the setting suggests that practitioners are beginning to offer improved opportunities to develop children's literacy, numeracy and information and communication technology (ICT) skills. For example, many children develop their numeracy skills appropriately, such as when they count coins in the setting's post office. In general, their speaking and listening skills are developing well. However, the setting has made insufficient progress in systematically extending children's skills. For example, while children show that they are able to use ICT resources, they do not have sufficient planned opportunities to extend and build on their skills through using the resources regularly.

Recommendation 2: Develop more detailed planning to promote consistent progression in children's skills

Limited progress in addressing the recommendation

The setting has very recently developed more detailed, daily planning, identifying suitable learning objectives to move children's learning forward and linking these to focus activities. The planning format includes provision for evaluating children's progress and recording next steps and practitioners are beginning to make suitable use of these. However, the new planning system is not established well enough to assess how effective and manageable it is and, as yet, is not having a strong enough impact on developing the children's skills. The setting leader has recently attended training to help develop its system for tracking children's skills, but this has not yet been put to use.

Recommendation 3: Ensure that teaching provides appropriate challenge for all children

Satisfactory progress in addressing the recommendation

The setting has improved the level of challenge offered to children in their general freeplay and through activities such as circle time and story time. For example, the setting leader uses questioning well during circle time to help children remember

what they have learned previously and reinforce new vocabulary, such as ‘hedyn’ ‘gwreiddiau’ and ‘pys’. Practitioners work purposefully alongside the children during free-play, meeting their individual needs effectively. For example, they help a child to count seven geese in a storybook and encourage more able children to develop their counting skills by joining in a board game. However, the setting’s daily routine does not flow well enough to sustain children’s interest and provide appropriate challenge consistently throughout the session. Occasionally, the pace of the session is too slow and lacks direction, including snack time.

The setting is in the process of establishing its planning format. Using the recently introduced daily planning sheets, the leader plans focus activities based on suitable learning objectives and enhancements that give children worthwhile opportunities to practise and embed their skills. These are beginning to match the needs of all learners and provide appropriate challenge, although this is at a very early stage of development.

The setting is developing its systems for recording each child’s starting point and the progress children make during sessions. The setting leader has begun to use this information more systematically to identify appropriate next steps in children’s learning.

Recommendation 4: Establish evaluation processes to identify and address the areas that require attention

Limited progress in addressing the recommendation

In general, the setting’s evaluation processes are not well developed. They do not have a positive effect on improving children’s outcomes or on setting priorities for improvement.

The setting has an action plan in place, suitably linked to the recommendations from the inspection. However, the plan does not include dates or success criteria to help the setting measure progress effectively. Although the plan includes brief comments noting what actions the setting has taken, it has not been evaluated regularly and does not include evidence of impact of actions or a record of what needs to be done next.

The setting has not reviewed and evaluated its development plan, which was written immediately following the core inspection. The setting’s self-evaluation document does not reflect the issues currently requiring attention. As a result, there has been too little progress in terms of ensuring improvement.

Recommendation 5: Develop the strategic role of the management committee

Strong progress in addressing the recommendation

The management committee has provided consistent support for the setting through a period of instability. The committee’s chair is well informed about the setting and

its progress towards meeting the recommendations. She has worked purposefully alongside the local authority link teacher to maintain the momentum towards establishing stable leadership for the setting.

Members of the committee attended a meeting in January 2016 with Mudiad Meithrin to help them develop a better understanding of their strategic role. This is progressing appropriately. For example, the committee recently discussed finding the most costeffective method of buying consumable resources for the setting. Suitable processes are in place to evaluate practitioners' work through regular annual appraisals. These are beginning to identify professional development needs appropriately.

Recommendation 6: Ensure stable leadership for the setting

Limited progress in addressing the recommendation

The setting has been through a period of considerable instability in terms of leadership of the provision over the past 12 months, despite the efforts of the management committee. As a result, the setting has not made the expected progress against the recommendations from the core inspection. The deputy leader has recently been appointed to the role of supervisor. Due to the short timescale since taking on these added responsibilities, it is too early to judge the stability of the leadership in the setting.

Recommendations

In order to improve on this progress, the setting should continue to address those inspection recommendations where further progress is required.