



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 Bodffordd
Canolfan Gymuned Bodffordd
Llangefni
Ynys Môn
LL77 7LZ**

Date of inspection: May 2012

by

Mr W Williams

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

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 publications are available on our website: www.estyn.gov.uk

© Queen's Printer and Controller of HMSO 2012: 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 copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Publication date: 29/05/2012

Context

Cylch Meithrin Bodffordd has been in existence for over twenty five years and is located in Bodffordd community centre which is in the primary school hall. The group is part of the Anglesey Children and Young People's Partnership and provides Welsh medium pre-school education for the children of the village of Bodffordd and the surrounding rural area. This area is Welsh speaking and its culture is Welsh.

In the setting's opinion, the area it serves is neither prosperous nor socially and economically disadvantaged. Children of all abilities and backgrounds are admitted to the setting. During the inspection, a very small number of children with special educational needs were attending the setting.

The setting provides four two and a half hour morning sessions a week for children between two and a half years and four years old although the number of sessions attended by individuals vary according to parental wishes. Currently, five three year old children are registered at the setting and are funded by the Partnership.

Almost all children speak Welsh at home. No child is learning English as an additional language. The setting's main medium of teaching and learning is Welsh.

Two full time practitioners and another two part time practitioners support children's learning. All are appropriately qualified to teach the early years.

When children have completed their time at the setting, most of them continue with their education at Ysgol Gynradd Bodffordd.

The setting was last inspected by the Wales Care and Social Services Inspectorate in February 2012 and by Estyn in June 2006.

Summary

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

Current performance

The setting's current performance is good because:

- the interesting and imaginative learning experiences encourage children to learn effectively;
- there are very good opportunities for children to develop their literacy skills across all areas of the curriculum;
- the quality of the teaching is consistently effective and practitioners have high expectations;
- there are regular opportunities for children to undertake responsibilities and to make their own decisions about their learning, and
- the particularly interesting learning environment created for children where they can develop positive values and attitudes.

Prospects for improvement

Prospects for improvement are good because:

- the strong sense of purpose provided by the leaders promotes and maintains improvement effectively;
- leaders know the setting thoroughly and are continually looking for ways to improve;
- practitioners are very open to new ideas and willing to try out different ways of working, and
- there is a wide range of partnership activities which make a strong contribution to children's good achievements and welfare.

Recommendations

In order to improve further, the setting needs to:

R1 make more use of assessment information for future planning:

R2 provide more information for new parents about the setting's work, and

R3 continue with its effort to establish a management committee..

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?	
-----------------------------------------------	--

Standards:

There is no report on children's progress, standards in their skills development, Welsh language and welfare. 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

Learning experiences fulfil the needs and interests of the full range of children particularly well, encourage them to learn effectively and make good progress across all areas of learning. Learning is based on useful curricular plans which strongly reflect Foundation Phase principles and build systematically on children's current knowledge, understanding and skills. Practitioners use the indoor and outdoor environment very imaginatively to fire children's interest and to encourage them to experiment with new experiences. Children have frequent opportunities to make choices about their own learning and to develop into independent learners. Children visit the local community regularly and learn much from visitors to the setting.

Through a wide range of activities such as role play and listening to stories, children have very good opportunities to develop their literacy skills across all areas of the curriculum. Provision for literacy, numeracy and information and communication technology is cohesive and firmly embedded in every child's learning experiences. Children are given an active role in the setting's activities to recycle materials and to save energy. High quality opportunities are provided for them to develop their personal and cultural identity. The setting promotes children's awareness of Welsh culture, festivals and traditions successfully and provides good opportunities for them to learn about their role as global citizens.

Teaching: Good

Practitioners have up-to-date knowledge of child development and they possess a thorough understanding of Foundation Phase requirements. They expect much from children of all abilities and provide a variety of valuable opportunities for children to be actively involved in their learning. Through detailed planning, practitioners are successful in creating a good balance between activities selected by the child and those inspired or lead by adults. The wide variety of teaching strategies used, as well as the substantial emphasis placed on learning through play, ensures the involvement of every individual in the task being undertaken. During sessions, there is a clear focus on practitioner assistance and intervention. Practitioners are good language role models and use questioning skilfully to challenge children's ideas and to move the learning forward.

Practitioners assess children regularly and comprehensively and record observations and assessments carefully to measure children's progress. Recently, the setting has started to use assessment outcomes to plan future activities, but this practice has not been fully developed. There are thorough arrangements to include parents in their children's assessments and to ensure that they have good knowledge about their children's progress and what they, as parents, can do to help them to improve.

Care, support and guidance: Good

Provision for promoting children's health and welfare, including their spiritual, moral, social and cultural development is good. The experience children have on a daily basis of working in the outdoor area and in the garden has a beneficial effect on their spiritual and physical development and raises their awareness of the beauty of the world around them. During their daily dealings with children, practitioners emphasise strongly the need for everyone to be kind towards each other, to be honest and fair and to behave in a responsible fashion. This greatly assists children in learning to differentiate between right and wrong. The regular opportunities for children to undertake responsibility through 'Helpwr heddiw' and to make their own decisions about their learning makes a significant contribution to their personal and social development.

The effective induction arrangements help children to settle down quickly and easily at the setting. The setting has an appropriate policy and has procedures for safeguarding.

Practitioners know the children well and provide them with clear guidance during the sessions. Practitioners have good understanding about how to gain access to professional support for children and parents.

Children's learning needs are noted in detail when they join the setting and practitioners ensure that these needs are satisfied. The assistance and support provided for children with special educational needs is very effective and enables these children to make good progress in their personal and social skills.

Learning environment: Good

Cylch Meithrin Bodffordd is an inclusive community where every child has equal right of access to all areas of learning and activities provided. There is a strong emphasis on developing tolerant attitudes and on ensuring that children and members of staff are free from any harassment. The setting has enough practitioners who possess sufficient knowledge and expertise to teach every aspect of the Foundation Phase curriculum. The extremely interesting learning environment created and the regular opportunities every child is given to develop positive values and attitudes is a very prominent feature of the setting.

There is a good supply of good quality resources in all areas of learning, including information and communication technology, and these are carefully matched to every individual's development and learning needs. Practitioners make extremely imaginative use of the small outside learning area to enrich children's learning

experiences. Resources in the local community are used very purposefully to support learning in the classroom. The accommodation and the building are of good quality and are used extensively.

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

Leadership: Good

Two dedicated and enthusiastic practitioners share the responsibility for the setting's leadership. They have been successful in creating an ethos where children and staff feel appreciated. Practitioners share common values about learning, behaviour and relationships and they work together very effectively to ensure that the Foundation Phase and other national priorities are implemented successfully. The strong sense of purpose provided by the leaders promotes and maintains improvement effectively. Learning and teaching are well managed and the setting's policies are implemented effectively. Staff have a very clear understanding of individual roles and responsibilities and these are carried out conscientiously. Relationships with children, parents and the primary school are very positive and make a significant contribution to the sense of community.

Expectations for ensuring improvement are high and the leaders support the staff well and challenge everyone to do their best. There are appropriate procedures to manage and evaluate staff performance.

Despite the persistent efforts of leaders, attempts to persuade enough parents to form a management committee have been unsuccessful. In the meantime, some of the setting's managerial duties are performed by a group of volunteers

Improving quality: Good

Practitioners know the setting thoroughly and, encouraged by the leaders, self evaluate and continually seeks ways to improve. Sound arrangements have been established to maintain good practice and to implement change in areas that need improving. Self evaluation pays careful consideration to parents' views and benefits substantially from the professional advice provided by the local authority support teacher. Practitioners are able to demonstrate how they, through self evaluation, have improved the provision and raised children's standards of achievement and welfare.

The setting's self evaluation report is of good quality. The information has been used very effective for drawing up an action plan and to implement strategies for improvement.

Practitioners are strongly supported through a programme of continuous professional development provided by the local authority and the *Mudiad Ysgolion Meithrin*. This has enabled them to acquire new knowledge and skills and to present the Foundation Phase successfully. Training sessions also provide valuable opportunities for staff to share their practice with practitioners from other settings.

The setting is developing very well as a strong learning community. Practitioners are very open to new ideas and they are willing to try different ways of working and the mutual sharing of knowledge and ideas.

Partnership working: Good

A wide range of partnership activities make a strong contribution to children's good achievements and welfare. There are strong links between the setting and the primary school and there is clear procedure for transferring assessment information and sharing good practice. Parents are informed regularly about every aspect of the setting's work and are included in all the activities arranged. However, the information package which they receive when their child starts at the setting is not specific enough and the information it provides about the nature of their children's learning experiences is scant.

The close co-operation between the setting and the local authority support teacher makes a very positive contribution towards improving the quality of the provision and standards. Practitioners work together effectively, share information about children and know whom to contact and when if children need additional support. The very good co-operation with the community enriches children's knowledge and learning experiences substantially.

Resource management: Good

There are effective strategies to manage staff and resources. There are enough good quality resources to support children's learning and the setting is staffed appropriately. The comprehensive arrangements which exist to satisfy staff development needs ensure that they have current knowledge of recent developments in the Foundation Phase. The leaders have a good understanding of their budget and they prioritise spending in line with the setting's development needs. Spending decisions are carefully evaluated by the leaders to ensure that they have a direct impact on children's standards of achievement, progress and wellbeing. The setting provides good value for money.

Appendix 1

Responses to parent questionnaires

There is no commentary on the parental questionnaires as only a small number of responses were received

Responses to discussions with children

Children say that they are happy in the setting and are confident to turn to any adult to ask for advice and guidance.

Appendix 2

The reporting inspector

Mr Wil Williams

Reporting Inspector

Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.uk)

If available, the data report can be found on our website alongside this report.

Glossary of terms

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

Report on Cylch Meithrin Bodffordd
May 2012

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.