



*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 Caban Cegin  
Ysgol Caban Cegin  
Maesgeirchen  
Bangor  
Gwynedd  
LL57 1ST**

**Date of inspection: November 2011**

**by**

**Eifion R Morgan**

**Reporting Inspector**

**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 school'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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## About the setting

Cylch Caban Cegin is situated adjacent to Glancegin Primary School, occupying a site that overlooks the large housing estate of Maesgeirchen on the eastern outskirts of Bangor (North Wales). Children attending the nursery come from the immediate community described as socio-economically disadvantaged and a community first area.

The nursery meets in a large, well maintained portacabin that provides children with all necessary facilities. The building is well maintained, warm and in good repair. There is a safe outside play area comprising hard standing and a small grassed area.

The main room is spacious and with well differentiated activity areas designed to meet the needs of the Foundation Phase curriculum. Immediately inside the main entrance is a small hallway where useful information for parents is displayed. There is a well appointed kitchen where snacks are prepared, clean and well designed toilets and a store room. A small study used by the leader, provides for privacy when required. The nursery is approached via the outside play area and a particular and good aspect is the emphasis given to security. The outside gate and entrance door are kept locked and the mainroom, kitchen area and study is gated and as such does not allow children to enter unaccompanied. Access to the outside play area is under adult supervision. The outside area comprises some hard standing which allows children free play on moveable toys.

Children attend the nursery in the term following their second birthday and are supported by the "Flying Start" (Dechrau'n Deg) initiative. They enter the primary phase of their education in the term following their third birthday.

The nursery operates from 9 a.m. to 11.30 a.m. and from 12.30 until 3 p.m. for five days a week during school term times. The Cylch is also open for an additional week over the Easter holidays and for the first fortnight of the summer holidays. Children come from English speaking homes – none come from homes where Welsh is spoken. In some instances children's grasp of the English language is itself limited.

There are no children from minority ethnic backgrounds, although such children have attended in the past and the nursery readily accepts children whatever their background or ability. Currently 8 children have been identified as having additional needs. In all, there are 40 children on the register, of whom 6 are aged 3 years with a number having their 3<sup>rd</sup> birthday in the current term.

The nursery was established 3 years ago to provide for the needs of the local community and since then its popularity has increased year by year and is regarded by parents as a very good provision and this is reflected in the increasing number of children attending.

The nursery was recently inspected by the Care and Social Services Inspectorate Wales (2010) and the minor recommendations have been implemented. It has not previously been inspected by Estyn.

## Summary

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

### Current performance

#### Excellent aspects:

- the coherence and effectiveness of the provision for personal development and the specialist support provided,
- the arrangements for safeguarding children.

#### Good aspects:

- children's achievement and progress in learning particularly in the Welsh language.
- children's participation and enjoyment in learning.
- the learning experiences provided for the children.
- the range and quality of the teaching which is well focused on children's needs.
- the provision made for children's health and wellbeing.
- the ethos of the nursery and the equality of opportunity for all children.
- the quality of leadership and the professionalism of the staff.
- the close and effective working relationship evident.
- the close links with the primary school and the support and advice provided by the headteacher and staff.

### Prospects for improvement

#### Good aspects:

- self-evaluation procedures are detailed and effective and have clearly identified strengths and areas for development.
- leader provides the nursery with clear aims and objectives and planning is well focused on meeting the needs of the children.
- staff work together very well and training and professional development has impacted well on current standards of provision.
- the management committee supports the work of the nursery and provides a sense of direction for the work of the nursery.
- partnership working has been effective and the nursery works well with local services and the primary school.
- there is a general feeling the nursery of wanting to provide the best possible experiences and support for all children.

## Recommendations

The nursery needs to:

- R1 continue to focus on developing children's literacy skills in the Welsh language.
- R2 develop the outside play area.
- R3 to incorporate the targets for improvement identified in the self-evaluation document into a detailed development plan.

### **What happens next?**

The nursery will draw up an action plan which shows how it is going to address the recommendations.

## Main findings

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

Good

#### Standards: Good

All children achieve good standards and make realistic progress in all areas of learning from their starting point. Children initially benefit from the “Flying Start” initiative, but their literacy and communication skills are limited and in some instances very limited. Children have virtually no knowledge and understanding of the Welsh language initially but from this starting point they make good progress.

Older children, who in the previous year had attended the nursery, show a good understanding of basic Welsh words and instructions. Children in the nursery understand more words and phrases than they can speak and this is evident in their reactions to action songs where many respond positively to actions and most follow the songs and rhymes.

All children work well and are constantly engaged in tasks set out for them. They show commendable effort, concentration and persevere on tasks. They are capable of making simple choices and overall achieve well.

Children’s communication, numeracy and ICT skills, at this stage of their development, are limited. However, they are capable of making their feelings known and are always eager to partake in action songs and enjoy music.

All children respond positively to instructions and routines, such as clearing away and tidying up the classroom. All children enjoy listening to animated stories, they listen well and the more able recall some events in stories. More able children experiment with mark-making on paper and chalk boards. They understand the functions of writing

All children are developing an understanding of number and a few count with an adult, such as counting the number of children present at morning registration. A few children are beginning to recognise shapes.

Children listen to songs on a CD player and have opportunities to use a computer, programmable toy and interactive white board later in the year.

Most children show that they understand some basic instructions in Welsh, understanding more words and phrases than they can say. All children join in Welsh action songs and rhymes and many know the words. Many children follow stories and a few are beginning to make marks on paper and chalk boards.

Overall based on their starting point, all children make good progress and achieve well.

**Wellbeing: Good**

All children show that they feel safe at the nursery, in-as-much as they are confident to move from one activity to another and to explore the outside environment when given the opportunity. All children are free from physical and verbal abuse at the setting. Children are beginning to understand that some foods are “healthy foods”, through the choice they are offered as snacks and children engage in healthy physical activities.

All children show through their participation and perseverance, that they enjoy learning. All children behave well and have good attitudes and they respond well to each other and to adults. They are considerate in dealings with each other and appreciative of help given by adults.

Good links are in place with the community. This includes visits to the locality including the Post Office and supermarket and to an allotment where a local resident talks to them about his herbs and vegetables. Visitors to the nursery include dental hygienists and the local nurse.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

Planning is detailed and is well matched to children’s needs and prior attainment. Good account is taken of children’s interest and previous work and planning is sufficiently flexible to respond to children’s interest, experiences and common everyday occurrences. Planning is a collaborative activity, in that all staff highlight the previous week’s activities so that each new week’s work builds on previous knowledge, understanding and skills and accommodates aspects such as skills that need emphasising.

Learning experiences are well focused on ensuring that children progress towards meeting the Foundation Phase outcomes and builds systematically on children’s knowledge, skills and understanding.

A good and notable feature of the nursery is the very good relationships evident between staff and children. Children show respect and tolerance, are gaining in confidence and independence. This is a reflection on the staff’s caring attitudes and aspirations for all children.

All children are beginning to acquire basic skills that will enable them to access a wide curriculum. Adults use questioning well to develop children’s thinking skills and they are fully immersed in the Welsh language throughout their time at the nursery. This is highly effective in developing their language.

The traditions and celebrations of the cultures of Wales are given prominence as are other cultures and traditions when any child from a minority ethnic background is in attendance. In recent times this has involved both Indian and Chinese customs.

Children's ideas of recycling are being developed through the separation and collection of waste food and paper "wipes".

### **Teaching: Good**

All staff are fully conversant with the requirements of the Foundation Phase curriculum. They have a good understanding of child development and are sensitive to children's individual needs. Children are respected as individuals and staff have a thorough knowledge of their background and requirements. Children identified as having additional learning needs (ALN) are well supported and the nursery makes good provision for children identified as more able and talented. The nursery uses additional staff to support children identified with ALN.

Tasks are challenging and children's individual needs are met flexibly. There is a good balance between child-selected and adult directed activities. Questioning is used effectively to develop children's thinking. Staff are fully briefed and play an active role in all activities.

A worthwhile and notable feature of the nursery is its total reliance on the Welsh language as the medium of communication. In this way children are totally immersed in the language. This is facilitated by all staff being fluent in the language and good language models.

The nursery displays a warm, calm and supportive ethos where staff are rarely required to intervene. Activities are well matched to children's needs and this ensures their full involvement.

Staff know their children well and their assessment of children's ability is well used when planning future activities. Records show what children have achieved and the next steps in children's learning. In discussion parents reported that they were well aware of their children's progress and achievement.

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

The nursery's provision for developing children's health and wellbeing including their spiritual, moral, social and cultural development is good.

The nursery's activities and general ethos foster values such as fairness, honesty and respect for each other. Children soon distinguish right from wrong and activities, such as collecting autumn leaves, develops their sense of awe and wonder about the world they live in. Rules of behaviour are well established and children learn to share and take turns.



The nursery makes excellent use of professional support services. In this community very good use is made of a wide range of professional staff to support the children and their families. This incorporates health visitors, language support staff, social workers, community Nursery Nurses, educational psychologist, together with the input of the Flying Start initiative. All agencies work co-operatively with the nursery to support individual children, both in the nursery and in the home. Multi professional meetings ensure that all professional organisations work together for the benefit of the child. The very good links with the primary school also ensure that the support is there for the child as he/she moves to the next phase of education.

Overall, children benefit exceptionally well from the coherent and all encompassing support provided for them in the nursery and from specialist services.

The setting has procedures and an appropriate policy for safeguarding children which reflects the All Wales Child Protection Procedures 2008. The leader is the named member of staff with responsibilities for child protection but all the staff are well aware of procedures in view of the recent training. This ensures that they are always vigilant of any changes in attitudes or behaviour or any signs of child abuse.

The leader also works close with the headteacher of the primary school who is also the Registered Person. This ensures continuity in the safeguarding of children.

The nursery has in place effective recruitment, disciplinary and reporting arrangements to ensure the suitability of staff. These arrangements fully meet legal requirements.

The nursery has effective procedures for identifying, supporting and monitoring children suspected and/or identified with additional learning needs (ALN). These children have full access to all areas of learning and their progress is regularly reviewed. Parents are actively involved and regularly consulted. Discussion with some of these parents confirmed their satisfaction with the procedures in place. External agencies are well used and such children are provided with additional quality support when necessary. Overall, these children are achieving good standards commensurate with their ability.

A notable and good feature is the identification of more able and talented children who are provided with their own targets. Their progress is regularly monitored and the targets set for them are appropriate

### **Learning environment: Good**

The nursery is an inclusive community where all children have equal access to all areas of the nursery's provision. The nursery is well staffed, including support staff for children with additional needs. Staff are well qualified through training and experienced to teach all aspects of the Foundation Phase curriculum. Staff know their children well and provide them with stimulating experiences well matched to their interests.

The children benefit from working in a warm, comfortable, well resourced environment. The resources are well matched to children's needs and the demands of the Foundation Phase curriculum.

The accommodation is well maintained and well used and the local environment is well used to extend children's knowledge and understanding of their environment.

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

The nursery displays a clear sense of purpose that clearly focuses on providing the best possible experiences for the children and ensuring their well being. The leader provides very effective leadership and her high expectations are achieved in practice. Since establishing the nursery three years ago the leader and staff have worked together very well securing continued improvement and ensuring that the Foundation Phase curriculum is successfully implemented. The outcomes for children are good and improving very well over time. Teaching and learning are well managed, staff know their roles and accept their responsibilities and overall this ensures a highly supportive and successful nursery.

Relationships with children and their parents and carers are very good and contribute significantly to the sense of community. Parents are very supportive and appreciate the impact the nursery is having on their children's personal and social development.

The nursery leader has ensured that all relevant policies and documents are in place and available for parents to view. Manageable systems are in place to co-ordinate nursery activities.

### **Improving quality: Good**

A positive culture of critical self-evaluation is evident in the work of the nursery. Staff work together effectively and have shown themselves open to new ideas and this has been important in ensuring that the Foundation Phase curriculum has been successfully put in place.

The self-evaluation document is detailed and clearly identifies the strengths and areas for development. However, a Nursery Development Plan incorporating these targets and projected for the immediate future is insufficiently detailed.

A good and important feature in developing the nursery is the attitudes of all staff and their willingness to incorporate new ideas of working. Staff have attended relevant training courses and incorporated different ways of working and effectively challenge and develop children's thinking skills. This has resulted in improved provision and standards of children's achievement and wellbeing.

### **Partnership working: Good**

The well-established partnerships make an important contribution to children's good achievements and wellbeing. The nursery has strong and effective links with the primary school. The headteacher has provided the nursery with her support and advice and her professionalism has been, and continues to be, highly significant in the development of the nursery. The leader has also worked closely with the infant staff, particularly in establishing the Child Development Assessment Profile system. This has included attendance at training courses. Foundation Stage Profile Assessment of Child Development is now in place and this will, in the future, incorporate 3 year old children in the nursery.

The proximity and well established links with the primary school facilitate the transfer of children and also the transfer of information, particularly concerning children identified with additional learning needs.

An excellent feature is the link with organisations working in the community, ensuring the best possible support for children in need.

There are also very good relationships with the Local Authority personnel and with the Mudiad Ysgolion Meithrin. This support during the development of the nursery has been invaluable.

Overall, the nursery staff share information about children and use the information appropriately if additional support is required. Well established "chains of command" are in place.

Parents are kept well informed about all aspects of the work of the nursery and fully involved if any additional support is proposed.

### **Resource management: Good**

Resources are well used and managed to support learning. The nursery has exclusive use of a demountable cabin and an outside area. Over the last three years the nursery has been well furnished and spending has been prioritised in line with planned improvement. The management committee has currently prioritised the need to future develop the outside area so as to enable children to make better and more frequent use of this area.

Overall, resources make a positive contribution to children's standards of achievement, progress and wellbeing.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Twelve parental questionnaires were returned.

All replies indicated that parents and carers were strongly in agreement that

“my child is safe at the setting” and

“my child was helped to settle in well when he/she started at the setting”.

More than three quarters of the replies agreed strongly with the following statements.

“Overall, I am satisfied with the setting”.

“My child likes this setting”.

“My child is making good progress at the setting”.

“Teaching is good”.

“Staff treat all children fairly and with respect”.

“My child is encouraged to be healthy and to take regular exercise”.

“ My child receives appropriate additional support in relation to any particular individual needs”.

“I am kept well informed about my child’s progress.”.

“I feel comfortable about approaching the setting with questions, suggestions or a problem”.

“My child is well prepared for moving on to school”.

“There is a good range of activities including trips or visits”.

“The setting is well run”.

There were no replies that indicated a disagreement or strong disagreement with the statements made in the questionnaire.

Discussion with parents confirmed that above findings and a general feeling amongst parents of their full support for the nursery. Several parents indicated the way their child was developing self-confidence and independence since being at the nursery and their developing social behaviour.

#### Responses to discussions with children

All children showed an eagerness to attend and were soon engaged in the wide range of activities set out for them. They approached adults confidently and were happy to ask questions and to discuss. Friendship groups had evolved and no antisocial behaviour was observed during the inspection. Invariably children appeared to be enjoying themselves and making full use of the facilities.

## Appendix 2

### The reporting inspector

Eifion R Morgan	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](http://www.estyn.gov.uk))