



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 Llanerch
Llanerch Community Hall
Heol Nant-y-Felin
Llanelli
Carmarthenshire
SA15 3PA**

Date of inspection: 28, 29 February 2012

by

Branwen Llewelyn Jones

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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About the setting

Cylch Meithrin Llanerch is situated in Llanerch Community Hall which is about a mile from the centre of Llanelli. It was opened over twenty years ago. The setting is registered under the Children Act 1989 and is run in accordance with the recognised guidelines of Mudiad Meithrin. The setting is managed by a management committee.

The nursery provides care for children from the local community and surrounding areas for four mornings a week from Tuesday to Friday between 9.00 a.m. and 11.30 during school terms. Children of two and a half years and upwards attend and they leave after their third birthday when they begin in the nursery at Ysgol Gynradd Dewi Sant or other schools in the area. At present 27 children are registered of whom 11 are three years old and nine are funded. The area is recognised as one which is neither advantaged nor disadvantaged.

The hall contains one large room and a smaller carpeted room which is used for story time and quiet activities. There is a modern kitchen and girls', boys' and disabled toilets. The hall is used by other groups in the afternoons and evenings. This requires practitioners to put out equipment each morning and put it away at the end of every session. There is also a small outdoor area which is used by the setting during every session.

It is a Welsh medium setting but children from English speaking homes also attend. At present most children come either from homes in which both Welsh and English are spoken or from English-speaking homes. Only one comes from an entirely Welsh-speaking family. At the time of the inspection there were no children of three years of age identified as having additional learning needs. Children from different ethnic backgrounds are welcomed by the setting although there were none during the inspection.

Five practitioners are employed including the leader, two of whom work full time and three part time. All work with the children. The leader and one practitioner have Cache level 3 qualifications in the education of young children. Three practitioners have received training for the Foundation Phase. All have received training in child protection and safety and three have received training in first aid. The last inspection by Care and Social Services Inspectorate Wales was conducted on 22 November 2011 and the nursery was inspected by Estyn in January 2006.

Summary

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

Current performance

The provider's current performance is good for the following reasons:

- children achieve well and make good progress from their starting point;
- all children feel happy and safe in the setting;
- the exciting experiences children receive match well their interests;
- assessment through observation and the effective use made of this to plan the next steps, and
- practitioners' effective use of the local environment to broaden children's experiences and learning.

Prospects for improvement

The provider's prospects for improvement are good for the following reasons:

- there is a culture of professional reflection which is based on self-evaluation;
- the good standard of leadership, and
- effective team work.

Recommendations

In order to maintain and improve provision and children's achievements practitioners should:

R1 continue to improve the teaching by extending the use of open-ended questions;

R2 develop further the training received by practitioners in order to achieve the targets set in the setting improvement plan, and

R3 continue to develop children's knowledge of other cultures and of sustainable development,

What happens next?

The setting will produce an action plan which sets out how these recommendations will be met.

Main findings

Key Question 1: How good are outcomes?

Judgement

Standards: Good

Every child achieves well according to their starting point and stage of development and each child makes good progress in all the areas of learning of the Foundation Phase.

Almost all children, including those from non Welsh-speaking homes develop a sound vocabulary and knowledge of language patterns. The majority understands and follows instructions correctly and answers questions appropriately. With the encouragement of adults the majority speaks in full sentences. They listen with interest to stories, concentrating well and recite together sections they know. The majority develops a wide vocabulary which they sometimes use during role play.

They very much enjoy singing songs and enunciate clearly. The majority enjoys browsing through books and they choose books voluntarily, treating them like readers. All enjoy mark-making, which contains letters, both inside and in the outside area and they experiment confidently with a wide range of materials. Every child uses mathematical language correctly when comparing the length, height or size of objects when playing. The majority uses fingers to count up to ten and they recognise common shapes. They develop their information and communications technology skills well through using a laptop and computer programs, Beebots and electronic books. The majority demonstrates good creative skills during role play, responding to music and in their art work.

The majority develops very good levels of independence, self-confidence and self-control. The majority concentrates for extended periods while playing or exploring their outdoor environment and all enjoy their learning.

Wellbeing: Good

The children enjoy their experiences in the setting. The close and warm relationship between the adults and the children gives them a feeling of safety and contentment. The self-confidence and happiness of the children shows that they are appreciated and respected and they, in turn, respect and like the adults. They behave like a little family and show concern for one another, the practitioners and visitors.

Each one understands that eating healthily and keeping fit are important to their health and they name healthy foods and things they should not eat. They like laying the table for their snack and tidy up afterwards very competently. They enjoy eating their snack together every day and they behave politely at the table. All children go to the toilet independently and then wash their hands.

All have a very positive and enthusiastic attitude to learning, take an active and energetic part in their learning experiences and behave very well. All the children make decisions and choices about their learning and almost all are very confident.

They are courteous at all times and show consideration towards others. The majority makes friends in the nursery and they are very fond of one another. They look for their friends to play with them and demonstrate concern for them.

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

Before planning practitioners evaluate the week's provision and results. They discuss the achievements, progress and needs of each individual child in addition to general matters. Observations which have been made are considered and practitioners use all this information to plan the next cycle of provision. The planning matches well the needs and interests of the children and a wide range of exciting and practical experiences is planned which enables the children to make good progress towards meeting the outcomes of the Foundation Phase. The planning is flexible and practitioners were seen to adapt it in order to meet children's interests. Adults build well on the knowledge, understanding, skills and interests of the children in activities which are meaningful to them.

Children have good opportunities to explore their environment through going on nature walks to Parc Howard, Penclacwydd and Sandy Water Park to observe the seasonal changes. Practitioners have begun to develop children's knowledge of sustainable development through encouraging them to put waste food in a bin for animal food and through growing plants.

Children are encouraged to develop good relationships with others and to demonstrate respect and tolerance towards everyone including people from different cultural backgrounds.

They are encouraged by practitioners to speak Welsh at all times and develop their language through listening to stories and a wide range of rhymes and songs. They celebrate the Welsh culture in a range of ways including celebrating St David's Day and visiting places in the community and further afield which are related to the theme, for example, by taking tea in the Mansion House and exploring the Llanelli coastline when going for walks. These experiences enrich their learning very well.

Teaching: Good

Practitioners have a good knowledge of child development and current developments in the field. They understand the requirements of the Foundation Phase and have high expectations of each child according to his/ her stage of development. Behaviour is managed positively in a sensitive manner and as a result, children learn

lifelong dispositions including the importance of showing respect and kindness towards others.

At times practitioners make effective use of open-ended questions at times to extend children's learning and develop their thinking skills. The organisation ensures good opportunities for the children to make their own decisions about their learning at times and overall practitioners develop well their independence and self-confidence. Practitioners intervene effectively to extend children's learning while they are engaged in their experiences.

Practitioners know and understand the children well. They assess through observing the children while they engage in their experiences noting significant things and discussing their observations. The information gathered is fed into the next stage of planning; this is a good feature. They track children's progress regularly and keep a termly record of their achievements in all areas of learning; parents receive a full and informative report about their children when they leave to attend school.

Care, support and guidance: Good

Practitioners have created a family atmosphere in the setting where children feel comfortable and happy. Each child is valued and respect is shown for their ideas and interests.

Practitioners develop well the children's awareness of the importance of healthy eating and keeping fit. Children's curiosity about their lives and beliefs is developed well, for example, through celebrating the main Christian festivals such as Christmas and Easter and they say a prayer before going home. Their knowledge of the cultures and beliefs of others is less well developed although they enjoy cooking food from other countries and listening to stories about them. Practitioners develop well in the children a sense of awe and wonder about the world around them through the interesting visits they enjoy to places in the locality and further afield.

Staff nurture well the morals and values they believe are necessary to the holistic development of the responsible child. The children learn about the importance of fairness, honesty and truth and they know well the difference between right and wrong in the context of their lives in the setting. The provision enables the children to socialise well, to take responsibility, to display initiative and to develop a good understanding of living and sharing within their small community. They have regular opportunities to make decisions and they enjoy their learning.

There are good relationships between the setting and outside agencies. The children attend several sessions in the schools to which they will go and this ensures a successful start in the nursery class.

A selection of parents said they were very satisfied with every aspect of the setting's provision and they feel that their children receive very good care.

The setting has an appropriate Child Protection policy. The staff are aware of its contents and the steps to be followed and have received training in child protection. All the necessary procedures for Child Protection are in place and they reflect the requirements of the All Wales Child Protection Procedures 2008.

There are no children with additional learning needs at present.

Learning environment: Good

Practitioners have created a family ethos where the children feel very happy and comfortable. Adults show affection and kindness towards each child. Practitioners know the needs and interests of the children very well and they respond to them with sensitivity using their thorough knowledge of the children's backgrounds. Each child has equal access to every aspect of the curriculum. As a result of the affection and respect for the child and the values and the standards and values displayed by the staff, the children develop tolerance, positive attitudes towards their learning and good behaviour. All children show concern and kindness towards their peers, adults and visitors.

The setting has positive policies and procedures for dealing with any problems of aggressive behaviour and to promote equal opportunities and the rights of the child. These are known to all and are monitored and implemented effectively. The nursery is registered by the Care and Social Services Inspectorate Wales and there were no recommendations in its last report. Risk assessments are conducted regularly.

The ratio of adults to children is good and each practitioner has appropriate qualifications. Practitioners address the requirements of the Foundation Phase well and the children receive interesting experiences which respond well to their specific needs. Children have ample space in the large room to become absorbed in their experiences in each area of learning.

Practitioners use the outside area consistently in order to provide children with stimulating experiences and opportunities to engage fully with things which interest them. They use this area well also to promote children's skills across each area of learning and to provide activities which develop their ability to concentrate and persevere. The setting's use of the wider environment enriches well children's learning experiences.

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

The leader gives clear and strong direction to all aspects of the life of the nursery and the process of improvement and has succeeded in creating a positive and happy ethos. She and the deputy work together well and share clear principles and

objectives which are based on child development. These are seen to be implemented in the interesting learning experiences which the children receive and the opportunities they have to make decisions and choices about their learning, to develop self-confidence and independence and to make good progress.

All practitioners fulfill their responsibilities effectively demonstrating a strong commitment to their role in the interests of the children. The leader and deputy contribute to the strategic planning of nursery. The leader shares the values she wishes to promote through ongoing discussion. She and the deputy have high expectations of themselves, the staff and of the children together with targets which will ensure good provision and high standards of achievement. Progress towards achieving them is monitored.

The setting improvement plan is derived from the results of the setting's self-evaluation process and gives clear direction to the life and work of the setting.

The management committee is well informed about everything that happens in the setting. Its members understand and fulfil their roles well. They are well informed about the performance of the setting which they discuss in their regular meetings. The registered person visits the regularly and the setting benefits greatly from her support. The committee makes good use of thorough information to make effective decisions and it fulfills its legal responsibilities.

The leader meets national and local priorities in accordance with the requirements of the Assembly and the local authority.

Improving quality: Good

The setting makes effective use of its self-evaluation to identify strengths and areas for improvement. The self-evaluation report is thorough and leads to sound strategies for improvement which ensure positive outcomes for each child. Leaders consult with parents and care-givers in order to inform the self-evaluation. They use the information collected from parents' questionnaires to gather opinions and to identify areas for improvement.

The setting makes effective use of the support of the local authority's advisory teacher and implements successfully her recommendations.

Following the process of self-evaluation a setting improvement plan is produced which indicates a good awareness of the setting's performance and focuses on raising standards by improving provision and setting clear targets. Practitioners and the management committee contribute to this.

Practitioners undergo an annual appraisal interview with the chair of the management committee in order to identify their continuing professional development needs. They attend some training courses where possible and the positive impact of this is seen in the teaching and children's welfare as practitioners implement what they have learned.

Partnership working: Good

The setting works well with others in order to provide learning experiences. The leader works very closely and effectively with the local authority's Foundation Phase advisory teacher in order to improve provision and to raise standards and this partnership has led to clear improvements.

Practitioners work closely with all stakeholders, especially parents and care givers, and are very willing to consult with them and to implement their suggestions.

Resource management: Good

Practitioners are well deployed in order to make the most effective use of their expertise and to ensure good provision. They use resources indoors and outdoors well in order to provide exciting learning experiences for the children and to broaden their horizons. They measure the effect of resources on learning and teaching and plan well for future resource needs. Practitioners use the outdoors well to develop children's skills in all areas of learning.

Leaders make the best possible use of the setting's resources and budget in order to offer the best provision. The setting provides good value for money.

Appendix 1

Responses to the parents' questionnaire

There is no commentary on the parent questionnaires due to the small number of responses received.

Response to discussions with children

Every child is comfortable when talking with a visitor and they say that they are very happy in the nursery. They talk about their friends and say that they know what to do if they are unhappy or worried about something.

Appendix 2

The inspection team / reporting inspector – delete as appropriate

Branwen Llewelyn Jones	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)

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

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