



*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 Llanllechid  
Y Caban  
Ysgol Llanllechid  
Llanllechid  
Gwynedd  
LL57 3EG**

**Date of inspection: December 2011**

**by**

**Dr Prydwen Elfed-Owens**

**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:

<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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## Context

Cylch Meithrin Llanllechid was established in 2007 and it is located in a cabin in the grounds of the primary school in the centre of the village of Llanllechid in Gwynedd. The children who attend the setting live in the village or the surrounding areas.

The setting, which is managed by a voluntary committee, acts as a member of 'Partneriaeth Blynnyddoedd Cynnar a Gofal Plant Sir Gwynedd' (Gwynedd Early Years and Child Care Partnership). It is a registered member of the 'Mudiad Meithrin'. The Group provides for children from two to four years of age. It can cater for up to a maximum of 16 children.

The setting is open for two sessions every day of the week from Monday to Friday during the school term. The morning session is held between nine and five past eleven and the afternoon session from twelve fifty five until three o'clock. During the inspection, there were five three year old children on roll and two of them were present.

Most of the children speak Welsh at home. The setting has no children with additional learning needs on roll at present. The provision is presented through the medium of Welsh.

The setting is in the care of the lead practitioner and she has appropriate qualifications in the area of the education and care of young children. There are two other practitioners who work part-time as well as a full time student for a year.

The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in July 2010. This is Estyn's first inspection.

## Summary

**The setting's current performance**

**Adequate**

### **The setting's performance is adequate because:**

- the practitioners' understanding of Foundation Phase requirements is good;
- the provision for developing literacy and numeracy is good;
- specific attention is paid to developing the children's information and communication technology skills across the areas of learning and to raising their awareness of hygiene and health;
- there is a good balance between activities chosen by the child and activities directed by practitioners;
- the quality of the teaching in the large group sessions and in focus groups is good;
- the youngest children respond well to the expectation that they should behave responsibly;
- the practice of recording children's significant developments to create a complete picture is very effective and the reports to parents are strengths;
- the attractiveness of the provision in different areas of learning is variable and the use made of it is not always sufficiently structured to promote the development of all the children;
- the use made of observations to promote individual development is inconsistent.

**The setting's prospects for improvement**

**Adequate**

### **The setting's prospects for improvement are adequate because:**

- the practitioners are dedicated to the children's happiness and progress;
- the self-evaluation report is honest, evaluative and correct;
- the setting has implemented most of recommendations of CSSIW's 2010 report;
- the nature and impact of the partnership with the Local Authority and the Mudiad Meithrin are good;
- the Management Committee's new officers, and specifically the Chairperson, are dedicated to the children's welfare and to the continuation and development of the placement. Their influence is starting to have a positive impact on the setting's management.
- the parents and carers are supportive and appreciative of the setting and its positive impact on their children;
- not all practitioners possess sufficiently up to date knowledge in some areas of because they do not have easy and regular access to updating courses;
- the setting is not always willing to respond without delay to advice and external recommendations;
- there are insufficient opportunities for all the practitioners to work together within networks to share ideas and good practice with other settings.

## **Recommendations**

R1 ensure that the provision in the areas of learning is sufficiently appealing and planned to promote all the children's development;

R2 ensure consistency in the good use made of observations to promote the development of individual children

R3 provide more opportunities for children to experience open air activities throughout the year;

R4 ensure that the Registered Person implements the role fully and that the Management Committee formalises its processes;

R5 reinforce the partnership with the local primary school to ease the children's transition;

R6 arrange sufficiently prompt and regular access for all practitioners to training courses, be open to external advice and recommendations and take advantage of opportunities to work with other settings to share good practice.

### **What happens next?**

The setting will draw up an action plan which shows how it is going to respond to the recommendations. Estyn will monitor the setting's progress.

## Main findings

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

N/A

#### Standards: N/A

There is no report on children's progress, the standards in their skills' development and Welsh language development. The reason for this is that there were insufficient numbers of relevant children present at the time of the inspection to enable reporting on them without identifying individual children.

#### Wellbeing: N/A

There is no report on children's well being. The reason for this is that there were insufficient numbers of relevant children present at the time of the inspection to enable reporting on them without identifying individual children.

### Key Question 2: How good is provision?

Adequate

#### Learning experiences: Good

The curriculum is well planned to fulfil the needs of the Foundation Phase curriculum. The long term planning is based on a series of themes appropriate for the children's age range and interests.

Good experiences are provided to promote the children in developing literacy, numeracy, physical and creative skills. Good attention is paid to promoting the children's information and communication technology skills and to raise their awareness of the importance of hygiene and health.

There is a good balance between activities chosen by the child and those directed by practitioners. The planning for focus activities under the guidance of adults is good.

The practitioners provide valuable opportunities in the group's daily work to develop all the children's self-confidence. This includes effective opportunities for them to form a good relationship with adults.

The provision for teaching and learning Welsh is good and in line with the setting's bilingual policy. It includes ensuring that children have contact with various books, sing a very wide range of songs and expand their vocabulary through practical activities on specific themes.

The practitioners place appropriate emphasis on raising the children's awareness of the traditions and celebrations of Wales, as well as other cultures, through a special focus on this, and by using a variety of toys and books.

### **Teaching: Adequate**

The practitioners are dedicated to the children's happiness and progress. The quality of the teaching in the large and focus group sessions is good. The range of the activities and the resources in every learning area is variable and it is not always sufficiently structured to promote the development of all the children.

There are good examples of practitioners deliberately nurturing language and supporting the children through stimulating questions.

The practitioners know their children well and a supportive relationship exists between them. The youngest children respond well to the expectation that they should behave responsibly.

The practitioners observe the children regularly as they go about their activities. The practice of recording significant developments to create a full picture of progress is very effective. However, the use made of these observations by the setting to promote the development of individual children is variable.

Parents and carers are regularly informed about their children's achievements, welfare and development and the reports to parents are strength.

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

The setting is a caring community. The induction arrangements, as well as the daily contact with parents and carers, ensure that the children settle down well. A supportive relationship exists between the practitioners and the children, and to a large extent, the expectation that children should behave responsibly has been firmly established. They are happy at the setting and in the company of adults.

Policies and arrangements to support the children's health and wellbeing are well implemented. Healthy snacks are prepared for every child on a daily basis. The conveniences are close by and suitable for young children.

The children with particular needs are discovered early and appropriate arrangements are made for them. The setting works appropriately with external agencies and specialist services to fulfil any specific needs.

The setting has an appropriate policy and procedures to safeguard children.

The Registered Person implements the post's main responsibilities.

The practitioners promote the children's confidence and personal development, including their spiritual, moral and social development well.

### **Learning environment: Adequate**

The setting's learning environment is attractive and the children's colourful creative work is displayed clearly on the walls. All the children are given equal access to the curriculum and to all the activities offered.

The setting has a good number of practitioners who possess appropriate knowledge and experience to present the curriculum. They are not all given full access to training courses to ensure that their knowledge and skills are completely up to date.

The supply and quality of the resources is variable across the areas of learning and varies from being excellent to being unsatisfactory. The use made of them to support the teaching and the learning of children of various ages and ability is variable.

The practitioners make good use of visits and visitors to enrich the provision and to link up with the local community.

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

The practitioners are dedicated and work together as a team for the children's benefit. The learning sessions have a clear structure.

The leader knows the children, the setting and the area well. All the practitioners possess knowledge and understanding of child development but not every one has access to training courses on a sufficiently regular basis.

The Management Committee's new members, and the Chairperson in particular, are dedicated to the children's welfare and to the setting's continuation and development. Their influence is starting to have a positive impact on the setting's management.

There are appropriate policies in place and they are effectively implemented. Parents and carers are fully aware of the existence of the complaints procedure.

### **Improving quality: Adequate**

The self evaluation process is effective. The leader consults with the parents or carers regularly and with the Local Authority's Foundation Phase advisory teacher to nurture the process. The self evaluation report is honest, evaluative and correct and clearly notes strengths and areas for improvement.

The leader and the managers have started to use the information to prioritise aspects on which to take action.

The practitioners work together effectively to draw up observations on the children's development to create a complete picture of the children's progress.



But they do not always use their analyses deliberately enough to respond to the learning needs of all the children.

The practitioners have taken action on most of the recommendations in the CSSIW 's most recent report where it is possible. However, the setting is not always willing to respond without delay to external advice and recommendations. The opportunities for all the practitioners to work together in networks to share ideas and good practice with other settings are scarce.

### **Partnership working: Good**

On the whole, the partnerships are good from the point of view of their contribution to improving the quality of the education of the children who attend the setting.

The leader and a new Management Committee have laid a good foundation for working together for the children's benefit and to promote the setting's continuation and development. The partnership between the Management Committee and the Mudiad Meithrin is good and fully supports the Management Committee as it starts to formalise its managerial processes.

The partnership with the parents and the carers is very good. They are very supportive and appreciative of the setting and the positive impact it has on their children.

The link with the Local Authority's advisory teacher for the Foundation Phase is beneficial in its positive impact on provision. Community links are used effectively to support the children's learning and various local visits are arranged.

The partnership with the local *Cylch Ti a Fi* is beneficial in terms of the children's transition to the next stage of their education. The link with the local primary school does not promote the children's transition sufficiently.

### **Resource management: Adequate**

The setting is appropriately staffed and effective use is made of the practitioners' strengths for the benefit of the children's education. All the practitioners have appropriate job descriptions. Their understanding of the requirements of Foundation Phase requirements is good. However, not all practitioners have sufficiently up to date knowledge in some areas because they do not have easy and regular access to updating training courses.

The practitioners evaluate their work regularly but the process has not been sufficiently formalised to include contributions by the Management Committee to promote their professional development.

The learning room is appropriate and, if the weather permits, the children play out on the school yard for a short time every day. They use the learning room for physical development in the Winter. They do not make sufficient use of the open air facilities throughout the year.

The quality of the resources is variable and not enough structured use is made of them in every learning area to engage and challenge children of every age and ability.

The setting provides adequate value for money.

## **Appendix 1**

### **Responses to the questionnaires for parents and carers**

Five questionnaires were received from parents or carers and another one was received after the official closing date. Very positive views were expressed about every aspect of the provision by everyone. The parents and carers believe that their children make substantial progress in a short time and that they are safe there. They are all of the view that the children behave well in the setting. The parents and carers state that the leader and all the practitioners are easy to talk to and that their children settle down well in their company. They are all of the view that the setting is well run.

### **Response to discussions with children**

Most of the children are happy as they arrive at the setting and meet the practitioners. They are familiar with the order of sessions and fully at home there. They join in the singing sessions enthusiastically and they work well together to put things away when activities end.

## Appendix 2

### Reporting inspector

Dr Prydwen Elfed-Owens	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))

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