



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 Waunfawr
Y Ganolfan
Waunfawr
Caernarfon
Gwynedd
LL55 4YY**

Date of inspection: 21 November 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:

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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Context

The Waunfawr playgroup is located in the Community Centre in the middle of the village of Waunfawr in Gwynedd. The children who attend the setting live in the village or in the vicinity.

The group has been in existence for a number of years. However, because of a variety of problems, the registration was terminated for a period of time, until the Group was reregistered in May 2009. Since then, the Group has faced a number of difficulties. The management committee, the Education Authority, the 'Mudiad Meithrin' and, at a later stage, the leader have worked together to support it.

The Group provides for children aged two to four years of age. It is possible to offer eighteen children a place. Most of the children speak Welsh at home.

The Group is open from Monday to Friday during the school term only. Two different sessions are held each day: one between 08:55 and 11.00 and a lunch club ('Meithrin Mwy') from 11.00 until 1.05.

During the inspection, there were ten children on roll; seven of them attend the lunch club.

The two full time practitioners possess appropriate qualifications in the area of young children's education, health and care. The chief practitioner is in charge of the setting. One temporary practitioner has started in post in September 2011.

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

Summary

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

Current performance

Prif arfarniad

Mae perfformiad y cylch yn dda oherwydd:

- all the children make good progress from their starting point;
 - they are all happy to join in activities;
 - the communication skills of all the children are developing well in line with their age and ability;
 - all the children respond well to the supportive relationship which exists between them and the practitioners and to expectations that they behave responsibly;
 - the quality of the provision is good;
 - the learning environment is inclusive and homely;
- the practitioners arrange appropriate opportunities for open air activities both on and off-site.

Prospects for improvement

The prospects for improving the group are good because:

- the practitioners provide good opportunities for all the children to make progress in their learning and personal, social and physical development;
- the practitioners are dedicated in their care of the children and respond without delay and effectively to advice;
- the quality of the provision has developed substantially in a short time;
- the parents and the management committee offer the Group firm support;
- the nature and effect of the partnership with the local education authority and the Mudiad Meithrin is excellent.

Recommendations

In order to improve the group needs to:

R1 pay more specific attention to promoting the development of the children's information and communication technology skills;

R2 ensure that there is a balance between activities chosen by the child and activities directed by the practitioners;

R3 create a complete picture of children's progress;

R4 formalise the practitioners' performance management processes, and take advantage of opportunities to work together with other settings in order to share good practice;

R5 reinforce the partnership with the local primary school to ease the children's transition to it and to ensure that practices are consistent.

What happens next?

The setting will produce an action plan to show how it will address the recommendations. The progress that the setting makes in addressing the recommendations will be monitored by the local authority which will report its findings to Estyn

Main findings

Key Question 1: How good are outcomes?	Judgement
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Standards: Judgement

There is no report on children's progress, the standards in the development of their skills and the Welsh language. 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 being able to identify individual children.

Wellbeing: Judgement

Wellbeing is not reported upon. 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 being able to identify individual children.

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

The curriculum is well planned to fulfil the philosophy of the Foundation Phase curriculum. The long term planning is based on a series of themes which are appropriate for the children's age range. The practitioners plan together effectively to provide interesting activities which pay good attention to the specific skills to be developed in the learning zones around the room. Activities of a high standard are provided for the children to develop their literacy, number, physical and creative skills. Insufficient specific attention is paid to promoting development in information and communication technology.

The planning for focussed tasks under the guidance of adults is good. On the whole, there is insufficient balance between activities chosen by the child and activities directed by the practitioners.

The practitioners provide very valuable opportunities in the group's daily work to develop all the children's self confidence. This includes effective opportunities to develop respect towards each other, to form good relationships with each other and with adults, and to be tolerant of each other.

The good provision made for children to learn the Welsh language, includes becoming involved in various story books, singing a wide range of songs and practical activities on the theme of weather.

Appropriate emphasis is placed on Welsh traditions and celebrations and on raising awareness of other cultures through role play and varied books.

Teaching: Adequate

The quality of the provision is good. The practitioners possess good knowledge of child development and they provide appropriate learning experiences to arouse their interest. They use an appropriate range of methods and suitable resources to assist in the teaching. The practitioners work well as a team to offer the children constant support.

The practitioners communicate well with the children during story and group work sessions. They use appropriate language and incisive questioning. They control the children's behaviour very well.

The practitioners know their children well. They observe them regularly as they go about their activities and they guide them to the next stage of their development skilfully. However, their practice of recording significant developments is not sufficiently consistent in order to form a full picture of children's development.

Parents and carers are notified regularly of their children's achievements, wellbeing and development.

Care, support and guidance: Good

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

Policies and arrangements to support children's health and wellbeing are implemented well. Healthy snacks are provided for every child each day.

The children are encouraged to help each other and "Helpwr y Dydd" (Day's Helper) offers good opportunities for children to take responsibility in turn. Clear expectations are set which promote good behaviour.

The children's needs are discovered early and appropriate and effective provision is arranged for them. There is appropriate co-operation with external agencies and specialist services to fulfil any specific needs. The setting has an appropriate policy and procedures for safeguarding children.

Appropriate learning experiences promote the children's personal development well, including their spiritual, moral, social and cultural development

Learning environment: Good

The setting's learning environment is inclusive and homely. All the children are offered equal access to the curriculum and to all the activities offered. Appropriate emphasis is placed on celebrating diversity.

The setting has a sufficient number of practitioners who possess appropriate knowledge and experience to deliver the curriculum. On the whole, there is an adequate supply of resources and they are used effectively to support the learning and teaching. The practitioners make appropriate use of visits and visitors from the community to expand the children's experiences.

The building offers appropriate facilities for physical development. The practitioners use the area outside and an area off-site regularly to extend this further.

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

The leader and the practitioners work together effectively as a team for the benefit of the children's development. They are open to new ideas and respond effectively and without delay to advice.

The Management committee is organised and supportive of the setting. The members are dedicated and effective in their work.

The setting makes good use of its self evaluation to note strengths and areas to be improved. The self evaluation report gives rise to finding aspects to be improved which ensure positive advantages for every child.

The leader consults with the parents/carers and with the local authority's advisory teacher for the Early Years to feed into the self evaluation. They use the information received effectively to summarise judgements and to find areas for development.

Improving quality: Good

The practitioners respond effectively and without delay to advice and, because of this, the quality of the provision has developed substantially in a short time.

The leader and managers as well as parents or carers feed the self evaluation process effectively. The leader – with the support of the local authority's advisory teacher for the Early Years - use the information gathered to summarise views and to find areas for development. The self evaluation report notes the strengths and areas to be improved clearly and ensures positive benefits for all the children).

Partnership working: Good

The leader and the chairperson of the Management committee work together effectively for the benefit of the children to promote the settings' continued existence and development. The partnership with the parents is very good and their support for the setting is firm.

The leader works very effectively with the local authority's advisory teacher for the Early Years and the 'Mudiad Meithrin' officer. These partnerships are successful and very beneficial from the point of view of ensuring the quality of the education of children who attend the setting.

The partnership between the Group and the local primary school is not sufficiently cohesive as regards easing the children's transition to it and consistent practices. Community links are used effectively to support the children's learning by arranging varied visits.

Resource management: Good

The setting is appropriately staffed and effective use is made of practitioners' strengths for the benefit of the children's education. The performance management process to evaluate practitioners and to recognise training needs has not been sufficiently formalised.

The practitioners manage resources well and the parents work effectively to add to the supply. Practitioners and managers work together efficiently to prioritise resources to be purchased, to improve the storage facilities and to ensure that the temperature in the hall is consistent. The setting provides good value for money.

Appendix 1

Responses to the parents' questionnaires

Five questionnaires were received from parents or carers and very positive views were expressed about the provision. The parents feel that their children make good progress and that they enjoy attending the setting. They believe that their children are very safe and that they behave well there. They state that the members of staff are easy to talk to and that their children settle down well in their company. They are of the view that the setting is well run.

Responses to discussions with the children

Almost every child was happy to talk to visitors and say that they are very happy in the group. They join in the activities enthusiastically. They are very willing to chat about their favourite activities and about their friends.

Appendix 2

The inspection team / reporting inspector – delete as appropriate

[Name]	Dr Prydwen Elfed-Owens
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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.