



*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 Llandysul  
Ysgol Gynradd Gymunedol Llandysul  
Heol Llyn-y-Frân  
Llandysul  
SA44 4HP**

**Date of inspection: 21, 22 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:

<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 Meithrin Llandysul is run in accordance with the recognised guidelines of Mudiad Meithrin. The setting is registered under the Children Act 1989. It was established in 1969 and is situated in an integrated centre which was purpose built in 2007 on the site of Ysgol Gynradd Llandysul. The room is used daily by the after school club and weekly by Cylch Ti a Fi and the Scouts. The setting has its own outdoor area and it also uses the extensive grounds of the school.

The nursery provides care for children from the local community and surrounding areas for five mornings a week from Monday to Friday. Morning sessions are held between 9.00 and 11.30 and afternoon sessions between 12.30 and 3.00 during school terms. Children of two years and upwards attend and they leave after their third birthday when they begin in the nursery at Ysgol Gynradd Llandysul or other schools in the area. At present twenty five children are registered all of whom are funded. The area is recognised as one which is neither advantaged nor disadvantaged.

It is a Welsh medium setting but children from English speaking homes also attend. Fourteen children come from homes where Welsh is the first language and the remainder from homes in which English is the main language. Children from ethnic minorities are welcome although there were none present during the inspection. At present three children are identified as having additional learning needs.

Two practitioners are employed full time and three part time; all work with the children including the leader. Four have NVQ level 3 qualifications in early years education. Two practitioners have received training for the Foundation Phase. All have received training in child protection and first aid.

The setting is managed by a management committee. The last inspection by Care and Social Services Inspectorate Wales was conducted on 5<sup>th</sup> July 2011 and the nursery was inspected by Estyn in July 2006.

## Summary

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

### Current performance

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

- children achieve well and make good progress from their starting point;
- children feel happy and safe in the setting;
- children receive exciting experiences which match well their interests;
- the teaching is of a consistently good standard;
- the effective use made of observational assessment to plan the next steps, and
- strong partnerships with parents, the school and the community.

### Prospects for improvement

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

- the culture of professional reflection which is based on self-evaluation;
- the good standard of leadership;
- the setting's commitment to continuous professional development, and
- effective team work.

## Recommendations

In order to maintain and improve provision and achievements practitioners should:

R1 make the self-evaluation report more manageable by having a sharper focus on the main areas for development and prioritising these, and

R2 continue to develop further children's knowledge of other cultures and faiths.

### **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?**

**Good**

### **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.

They enjoy singing songs very much with clear enunciation. The majority enjoys browsing through books and they choose books voluntarily, treating them like readers. All enjoy mark-making both inside and in the outside area and they experiment confidently with a wide range of materials; their mark-making is of a very high standard. A significant minority of children uses letters and numbers and a few produce simple words in their early writing. These children also write their names and make labels of a high standard which contain pictures and words which are displayed in the surroundings. Every child uses mathematical language correctly when comparing the length, height or size of objects when playing and while exploring their environment. The majority uses fingers to count and a significant minority knows numbers to twelve. A few write numbers to five. They develop their information and communications technology skills well through using a computer and several programs and the compact disk player. The majority demonstrates good creative skills during role play, playing percussion instruments and their art work is of a very high standard.

The majority develops 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 greatly. The close and warm relationships 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 show concern for one another, the practitioners and visitors.

Each one understands that eating healthily, dental hygiene and keeping fit are important to their health and they name healthy foods and things they should not eat. They enjoy eating their snack together every day and they behave beautifully at the table. Every child goes to the toilet independently and then washes his/her hands.

All have a positive and enthusiastic attitude to learning and 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 the majority shows 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.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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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.

Practitioners give children good opportunities to develop as enthusiastic, confident and independent learners who develop good skills in all areas of learning. They give them good opportunities to develop good creative skills through painting pictures from observation and through role play. Children have consistent opportunities to explore their natural environment, for example when going for a walk in the school grounds, feeding the birds in their garden and planting and tending flowers and vegetables. They learn about sustainable development by putting waste food in a bin to feed animals on a farm nearby, through using the water they collect to water their plants and by sorting plastic and paper for recycling.

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

They receive a good model of natural Welsh and are encouraged by practitioners to speak Welsh at all times and to develop their language through listening to stories and a wide range of rhymes and songs which contain interesting language and a wide vocabulary.

They celebrate the Welsh culture in many ways including including a St David's Day concert and through visits to places in the village and places further afield which are linked to the theme such as the beach in New Quay.

## **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 children according to their 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.

Practitioners use well a variety of interesting teaching strategies to stimulate the children to learn and intervene effectively to extend their learning. Practitioners make good use of open-ended questions in order to extend children's learning and the flexibility of the teaching meets well the children's individual needs. The flexible organisation ensures good opportunities for the children to make their own decisions about their learning and develops well their independence and self-confidence.

Practitioners know and understand the children very 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. They track children's progress regularly and record children's progress in all areas of learning and use this information effectively to meet children's needs and interests. 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 and those of others is developed well, for example, through visiting the church to celebrate harvest and Christmas and by saying a prayer before snack and before going home. They learn about other faiths by celebrating the Chinese New Year when the staff of a Chinese restaurant in the village made a meal for them and helped them to eat with chopsticks. Practitioners develop well their sense of awe and wonder about the world around them particularly through the extended opportunities they have to explore their natural environment.

Practitioners 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 young 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.



The relationship between the setting and the school is good. The close relationship with the school ensures a particularly successful transfer to the reception class for the children. All practitioners 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

Provision for children with additional learning needs is good and every child has access to all areas of learning and all the rich experiences provided. All make good progress.

### **Learning environment: Good**

Practitioners have created a warm and positive ethos in the setting. Adults show affection and great 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 demonstrated by the staff, the children develop tolerance, positive attitudes towards their learning and good behaviour. All show concern and kindness towards their peers, adults and to 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.

The attractive room is of the highest standard and children have ample space to enjoy their experiences in every area of learning both indoors and in the covered area and open area outdoors.

Practitioners use the outside area well to promote children's skills across each area of learning and their ability to concentrate and persevere. The setting's use of its immediate environment, the school and the community enriches well children's learning experiences.

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

The child and his/her needs and unique interests are at the centre of everything and the leader and her deputy create a positive and happy ethos.

The leader gives clear direction to all aspects of the life of the nursery and the process of improvement. She and the deputy work together well and share clear principles and objectives which are based on a good understanding of child development. These are seen to be implemented in the active and interesting learning experiences which the children receive and the system of organisation which enables children 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. Both contribute to the strategic planning of nursery. They share the values they wish to promote by personal example and through discussion. They have high expectations of both 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 regularly.

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 head teacher is the registered person; she visits 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 leaders meet 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 the Mudiad Meithrin officer and implements promptly and successfully their 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. All contribute to this.

Practitioners undergo an annual appraisal interview with the registered person in order to identify their continuing professional development needs. They attend

training courses regularly 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 closely and effectively with the local authority's Foundation Phase advisory teacher in order to improve provision and to raise standards.

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

The partnership with the school is a very good feature. Practitioners work closely with the school's nursery teacher and head teacher and this partnership has a positive effect on standards. The school and setting share expertise and resources daily and the setting benefits greatly from this. The nursery benefits also from the strong partnership with the secondary school and the children enjoy the pupils' regular visits.

### **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 creatively 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 very 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

### **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.

## Glossary of terms

<b>Areas of Learning</b>	<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"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	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.
<b>Foundation Phase</b>	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.
<b>Foundation Phase child development assessment profile (CDAP)</b>	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
<b>Local authority advisory teacher</b>	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
<b>Mudiad Meithrin</b>	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.

<b>National Childminding Association (NCMA)</b>	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
<b>National (NDNA)</b>	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
<b>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education.