



*Rhagoriaeth i bawb – Excellence for all*

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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Cylch Meithrin Porthcawl  
18 Fenton Place  
Tabernacle Chapel  
Porthcawl  
Bridgend  
CF36 3DW**

**Date of inspection: March 2012**

**by**

**Nicholas Jones  
Reporting Inspector**

**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'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 Porthcawl is a Welsh medium cylch based in the Tabernacle Chapel, Porthcawl, Bridgend. All the children attending the cylch come from the town and the surrounding area. The area is recognised as being socially and economically advantaged.

The cylch has been in this location since 2007 and shares the use of the building and the outdoor area with other organisations.

The cylch reports that no children come from homes where Welsh is spoken. The children represent a full range of abilities and the cylch accepts children with additional learning needs.

No children in the current group are recognised as having additional learning needs. The cylch has received assistance from outside agencies to support children that have additional needs in the past. No children attending at present are from ethnic minority backgrounds and none come from socially disadvantaged homes.

The cylch is registered for a maximum of 20 children and it accepts children from two years old. There are currently up to 13 children attending the cylch at different times during the week. Three of these are funded three years old. The Mudiad Meithrin and the local authority support the cylch.

The leader has held the position since 2007. Four members of staff currently assist her on a part time basis. They are all suitably qualified.

An informative booklet is available for parents and carers, which provides them with relevant details of the cylch. Parents and carers bring their children into the cylch and this provides for a meeting with the staff if needed. The cylch is open for five days a week between 9.15am and 1.10pm.

The cylch is registered with the Care and Social Services Inspectorate Wales. The management committee oversees the work of the cylch.

The cylch was last inspected by the Care and Social Services Inspectorate Wales in February 2011. Estyn has not previously inspected the cylch.

## 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 performance of the cylch is good because:

- the learning experiences are planned well;
- all children are supported well and benefit from a broad, balanced and interesting curriculum;
- the teaching is effective and concentrates well on Foundation Phase outcomes;
- nearly all adults speak Welsh well and this has a positive effect on the children's early understanding of the language;
- the leader leads and manages the cylch well;
- there is a positive relationship between adults and children;
- there are effective links with the local schools, the Mudiad Meithrin and the local authority; and
- the staff work effectively together and everyone contributes purposefully to the success of the cylch.

### Prospects for improvement

The prospects for improvement are good because:

- the leader and staff provide a clear direction for the work of the cylch;
- changes and developments over time show that the cylch has a good record of improving for the sake of the children;
- all the staff have positive and active attitudes towards development and training; and
- good support links are used consistently.

## Recommendations

In order to improve, the cylch needs to:

- R1 extend the provision of information technology equipment to develop further the children's skills;
- R2 ensure that all members of staff consistently record daily assessments;
- R3 improve the resources and opportunities for outdoor play; and
- R4 develop the role of the management committee to ensure that they appraise and monitor the practices of the cylch regularly.

### What happens next?

The provider will produce an action plan that shows how it will address the recommendations.

## Main findings

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

#### Standards:

There is no report on children's progress, standards in their skills' development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

#### Wellbeing:

There is no report on children's progress, standards in their skills' development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

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

**Good**

#### Learning experiences: Good

The curriculum is planned well to meet the philosophy of the Foundation Phase curriculum and to achieve the identified outcomes of children's learning. The curriculum builds effectively on children's previous knowledge and experiences and incorporates interesting opportunities for the development of skills across the curriculum.

Time is set aside weekly for the staff to meet to plan the curriculum. This provides the children with useful and stimulating activities. The curriculum is flexible and is matched appropriately to the children's interests.

Good opportunities are provided for children to develop their basic and key skills of literacy, numeracy, knowledge and understanding of the world, physical development and creativity. An effective aspect of children's learning experiences is the provision made for children to acquire the Welsh language. Welsh is not the children's natural language of communication. However, through coherent opportunities, the staff speak Welsh to the children consistently and this promotes a good understanding of the language. The provision for developing the children's information technology skills is adequate and there is limited provision of technological resources available.

Children have good opportunities to develop their thinking skills through well-planned activities, which focus on every area of learning in their turn.

There are regular and effective opportunities provided for children to learn about their locality, the history and culture of Wales, like the celebration of St. David's Day. Good opportunities are also provided for children to acquire knowledge and understanding of other cultures and traditions, such as during their study of the

Chinese New Year and Diwali. Such activities help children to develop a good understanding of the wider world and raise their awareness of age appropriate global citizenship effectively.

The purposeful provision includes opportunities for all children to develop respect for each other; opportunities to form good relationships with each other and with adults; and to become tolerant of each other.

All children have appropriate opportunities in a restrictive outdoor area to plant seeds look after plants and recycle. This begins their understanding of plant growth and sustainability effectively.

### **Teaching: Good**

The staff have a good, practical knowledge of children's development and a clear understanding of the requirements of the Foundation Phase. There is a positive relationship between all the staff and the children.

The staff have high expectations of the children and these expectations are put into practice well. The staff's active role in planning the curriculum ensures the best use of their expertise. When a focus activity is introduced, the staff make good and regular references to the learning objective and the success criteria of the activity.

The system of sharing responsibilities means that staff have a detailed knowledge of a small number of children and as such are well aware of their achievements and progress. There is a good balance between adult directed and child-selected activities. Staff know the children well and plan the next steps in their learning effectively.

Staff model language effectively to the children's development levels and use questioning well to develop children's thinking and communication skills. The standard of nearly all the staff's Welsh is good and appropriate to the needs of the cylch. The staff provide a stimulating environment, especially indoors, that successfully ensures every child's involvement and enjoyment.

Assessment procedures and recording children's achievements are completed regularly. These are transferred effectively on to the children's next schools. However, there is a lack of consistency when staff record daily assessments about the children. The records of the children's achievements are available to parents at any time.

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

The cylch's provision for ensuring children's health and wellbeing is good. Nearly all children enjoy their time at the cylch. They arrive showing a sense of anticipation and are keen to get involved. They partake enthusiastically in activities set out for them. The broad curriculum, which consists of visits and visitors, develops and extends children's experiences well.

Follow-up work in the classroom shows the wide range of experiences that arise from their activities. Visits to the community and visitors to the cylch develop children's knowledge and understanding of their own community effectively.

The cylch's provision for ensuring children's spiritual, moral, social and cultural development is good. Values, such as honesty, fairness, respect and an understanding of what is right and wrong, are fostered through the day-to-day activities and accepted without question. Nearly all children know and accept the social norms of living together, sharing and accepting the views of others and being members of a community. Individual children, through the 'helpwr heddiw' system, accept specific responsibilities, like tidying resources and equipment, which develops their self-esteem. The cylch is an organised unit, where children value each other and in turn, the staff value them.

Children's cultural development is good, which incorporates Welsh customs and traditions and it extends to other cultures when the children celebrate events like the Chinese New Year and Diwali.

The cylch's staff are vigilant in identifying children requiring specialist help. They make use of professional help and guidance effectively when necessary. Staff have received regular and appropriate training. Staff undertake thorough risk assessments routinely.

The cylch has an appropriate policy and has procedures for safeguarding.

The cylch is secure, where the entrance door is locked and only opened by a member of staff, consequently no one can enter or a child leave unaccompanied. Good care is taken when children are being collected to ensure they are in the care of their parents or of a known carer.

Regular reviews of children's progress ensure that any child suspected of requiring additional help is noted and their progress is monitored closely. The cylch's leader is the additional learning needs co-ordinator and is familiar with the necessary procedures for supporting such a child.

Where necessary external agencies are involved and support is provided if needed. At present, no funded children have additional learning needs.

### **Learning environment: Good**

The cylch, through its day-to-day activities and the approach adopted by the staff promotes a positive ethos. Staff know the children well and their individuality is recognised. All children have equal access to a broad curriculum including a restrictive outside area. The resources in this area are in the process of being developed further.

The homely atmosphere and the friendship provided by the staff ensures that a tolerant attitude pervades the cylch. The cylch employs positive behaviour strategies that successfully eliminate any form of harassment or oppressive behaviour. All children enjoy equality of opportunity.



The cylch's staff are well qualified and experienced and there is a very favourable adult to child ratio. Staff expertise is used well both in planning and in supervising activities. The cylch uses its resources well to meet the requirements of the Foundation Phase curriculum and the needs of the children, apart from the use of information technology resources. The resources are accessible to children and this promotes the children's sense of independence and responsibility.

The local environment is used effectively on a regular basis, through walks to the town and to the beach and visits to nearby businesses. This contributes well to children's understanding of the world around them.

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

Staff fully understand their roles and responsibilities and work together well as a team, sharing values, aims and objectives. The leader involves all staff in planning and this ensures the best use of their expertise. The leader is actively involved, giving clear directions and she accepts advice from outside agencies in order to improve. There is a positive ethos and a commitment to provide the best possible experiences for all children. The leader and all staff focus effectively on the needs of individual children.

The staff receive relevant and appropriate training and this impacts well on the quality of provision. Effective links with the parents and carers are in place. They are kept well informed of their children's achievements and progress and this helps them to support their children's learning.

The self-evaluation systems lead directly to improving the cylch further through effective and relevant targets in the development plans.

The leader has taken good account of relevant legislation and guidance and they meet legal requirements in full. The management committee do not meet regularly and the cylch uses the committee in an advisory role. However, the committee does not challenge the cylch sufficiently and it does not question the leader in enough detail as a critical friend.

The cylch has taken good account of national priorities, including implementing the Foundation Phase curriculum.

### **Improving quality: Good**

The cylch is self-evaluative and identifies areas for improvement effectively. These are implemented well for the benefit of the children. The leader discusses the process with confidence, understanding and clarity and shows that the process has been effective over time.

Areas for improvement have been identified and prioritised by the cylch efficiently. These include making the most of opportunities for learning within the environment and developing the roles of the staff. Future plans focus on implementing effective

monitoring procedures, allowing children to lead their learning, the provision and use of computers and more problem solving opportunities for the children.

Staff have made good use of training opportunities and professional learning experiences, including vocational qualifications, which are impacting well on children's learning and wellbeing.

**Partnership working: Good**

Parents and carers, in the questionnaire replies and during discussions, expressed their satisfaction with the cylch. They are appreciative of the standards of care and the quality of education available. They value the open door policy and the opportunities they have to meet staff on a daily basis.

By the time the children leave the cylch; parents feel that they are well prepared for the next stage in their education. The links with the local schools, the Mudiad Meithrin and the local authority are good.

The support provided by the staff of the local authority and the Mudiad Meithrin benefits the cylch greatly. The advice and suggestions have helped in moving the cylch forward and has contributed to the good standards of provision and leadership.

**Resource management: Good**

The cylch's staff teach effectively and they work together well. Planning is completed collaboratively and this results in individual expertise being used successfully for the benefit of every child.

The cylch is resourced well apart from information technology equipment and the resources available are used effectively to further the aims of the Foundation Phase curriculum. The resources are also accessible to the children and this encourages independence and has a positive impact on their learning.

Even though the resources in the outdoor area are currently being developed and the outdoor area is a very restrictive space; the cylch provides appropriate outdoor experiences, which are planned well. The leader leads effectively and uses support agencies purposefully.

The cylch provides good value for money.

## **Appendix 1**

### **Stakeholder satisfaction report**

#### **Responses to parent questionnaires**

There is no commentary on the parent questionnaires due to the small number of responses received (less than 10).

#### **Responses to discussions with learners**

Nearly all children are enthusiastic when they arrive and meet with their peers. Nearly all of them are self-confident from knowing that they are supported well and that they are provided with interesting tasks.

## Appendix 2

### The reporting inspector

Mr Nicholas 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](http://www.estyn.gov.uk))

## Glossary of terms

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

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<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.