



*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 Bontnewydd  
Y Ganolfan  
Bontnewydd  
Gwynedd  
LL55 2UF**

**Date of inspection: February 2014**

**by**

**Wil Williams  
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 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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW..or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**© Queen's Printer and Controller of HMSO 2014: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

**Publication date: 19/03/2014**

## Context

Cylch Meithrin Bontnewydd is a registered nursery setting which is part of the Mudiad Meithrin and the Gwynedd Children and Young People's Partnership provision. It meets at Canolfan Bontnewydd for four morning sessions a week.

The setting admits children of all abilities and backgrounds. During the inspection, no child with additional learning needs or of ethnic origin attended the setting.

The setting provides two and a half hour sessions for children aged two and a half to three years of age. The number of sessions attended varies according to parental wishes. Three children are funded by the local authority.

Nearly all children attending the setting speak Welsh at home. The main medium of teaching and learning is Welsh.

The children are taught by a leader and two practitioners. They are all appropriately qualified to teach the early years.

The setting was last inspected by the Care and Social Service Inspectorate Wales in January 2014 and by Estyn in March 2008.

## Summary

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

### Current performance

Current performance is good because practitioners:

- ensure that there is good provision to develop literacy and numeracy skills;
- plan interesting and exciting learning experiences which engage every child's interest;
- provide good opportunities for children to take risks and develop as independent learners;
- provide good opportunities for children to be active in their learning;
- use assessment information effectively for future planning;
- ensure that self-evaluation takes account of the views of children;
- create a homely ethos which values friendship, honesty and respect; and
- ensure there are excellent arrangements for informing parents daily of what their child has achieved.

### Prospects for improvement

Prospects for improvement are good because:

- the high quality of leadership provides a clear direction for the setting's development;
- all practitioners fulfil their roles effectively and work well as a team;
- staff use self evaluation effectively for make improvements;
- practitioners know the setting well and have high expectations;
- a good number of partnerships make a strong contribution to children's achievements and welfare;
- practitioners are open to new ideas and different ways of working; and
- the setting provides good value for money.

### Recommendations

1. Ensure that the management committee plays an active role in self-evaluation arrangements.
2. Provide more guidance in the parents' handbook on how they can help their children at home.

### What happens next?

The setting will form an action plan showing how it will address the recommendations.

## Main findings

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

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

Through collaborative planning, practitioners ensure that the setting provides a broad, balanced and differentiated curriculum which satisfies the needs of children from the full ability and age range. The practice of teaching the curriculum through themes such as 'Winter', ensures that each area of learning is dealt with appropriately over a period of time. The curriculum builds systematically on children's current knowledge, understanding and skills as they move through the Foundation Phase. The learning experiences provided are often very interesting and offer children good opportunities to make decisions and select their own learning path. A strong feature of the provision is the willingness of practitioners to take account of children's ideas and to adapt the curriculum as a result.

Because children have an active role in their learning, they are given good opportunities to co-operate with others, to take risks and to experiment with new ideas. For example, when choosing appropriate clothes to wear during cold weather, children shared ideas, took turns when selecting which coat, gloves and hats to wear, and helped one another. Celebrating the Chinese New Year by learning of customs linked to it, making lanterns and emulating the traditional dragon's dance, makes a significant contribution to raising children's awareness of other cultures and religions.

Provision for developing children's literacy and numeracy skills is secure. There is a strong focus on encouraging children to take an active role in group discussions. They are encouraged to share their experiences and ideas, to express views and to listen politely to other children's contributions. They have daily opportunities to listen to stories being read by an adult and are encouraged to take an interest in books of their own choice independently. There are good opportunities during the continuous provision for children to develop their early writing skills for specific purposes, for example, to make lists and to write their own name.

The practice of counting the number present at the beginning of sessions provides good opportunities for children to learn about the comparative values of different numbers and to adopt positive attitudes towards numeracy. Practitioners use number rhymes and songs which children have memorised very skilfully, to develop their skills and to make the work fun. Activities such as doing jigsaws and experimenting in the water or sand troughs make a valuable contribution to developing children's numeracy skills.

The wide range of information and communications technology (ICT) equipment which is regularly available for children, makes a strong contribution towards developing their skills in this area.

Welsh and the Welsh dimension are a firm cornerstone for all the children's learning experiences and make a strong contribution towards developing their personal and cultural identity.

### **Teaching: Good**

Practitioners work very well as a team and make a significant contribution to children's educational and personal development. They have a firm grasp of Foundation Phase requirements and good knowledge of child development. This becomes apparent in the way they vary activities to ensure that the work corresponds closely to the needs of a particular individual or group. Through purposeful intervention and skilful questioning, practitioners successfully challenge children's ideas and move learning on. Every child is encouraged to make choices, to produce his or her own ideas and to stick to a task for an extended period. The strong emphasis every practitioner places on active learning ensures the engagement of almost every child and contributes strongly to their development as independent learners. Focus tasks under the direction of a practitioner, are used to introduce specific skills to groups of individuals, or to ensure that every child experiences the same activity, for example, preparing bird-food. However, during the continuous provision, the child is free to make his or her own choices.

Practitioners' ability to manage behaviour in a quiet and patient manner makes a good contribution to creating a homely ethos at the setting. Practitioners are very good language models themselves and are very sensitive in the way they correct and improve children's language.

Practitioners know the children well and keep a careful record of every individual's progress throughout their time at the setting. They have effective and systematic arrangements for recording their observations of children's response to their learning experiences and they use the information very effectively for planning future activities.

When children share each other's work with the group, they are always encouraged to provide constructive feedback to their peers.

There are effective arrangements to include parents when assessing their children. The opportunities which parents have to discuss their child's targets with practitioners ensure that they are aware of their child's progress and of what they can do to help them to improve.

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

All children arrive at the setting in a happy and cheerful mood. The setting makes appropriate arrangements to promote healthy eating and drinking. By encouraging children to wash their hands before eating, hygienic habits are promoted effectively. The daily opportunities children have to share their experiences and to participate in physical exercise in the hall and outside helps children to fulfil their emotional and

physical wellbeing fully. There are secure arrangements for ensuring that all children and adults are free from any physical or emotional harrassment. Every child is encouraged to participate fully in the life of the setting and to undertake responsibilities, such as 'monitor heddiw' (today's monitor), putting things away neatly at the end of sessions or handing out resources.

Provision for promoting children's spiritual, moral and social development is good. There is strong emphasis on developing children's sense of curiosity and wonder about the world they live in, particularly the natural world. In addition, values such as honesty and respect are strongly promoted through all the setting's work. Children are encouraged to show initiative, to manage their behaviour and to be willing to share resources with other children.

The leader promptly takes action if there is concern about any child's development or wellbeing. When a child or parent needs additional help or support, she is fully aware of whom she needs to contact.

The good induction arrangements in addition to the care provided by practitioners, ensure that children who are new to the setting settle in without any problems.

The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

### **Learning environment: Good**

Practitioners succeed in creating a stimulating environment where children are able to take full advantage of learning experiences and develop positive values and attitudes. The setting is an inclusive community where every child is given equal access to all areas of learning and activities provided. There is strong emphasis on developing tolerant attitudes and ensuring that children and members of staff are free from any harrassment.

There is a plentiful supply of good quality resources in all areas of learning. They are carefully matched to every individual's development and learning needs. Ppractitioners make good use of the local area, as well as areas outside the primary school, such as the playground and the garden, to enrich children's learning experiences. The setting uses resources and people in the local community purposefully to support learning in the classroom. Visits such as to the air ambulance's centre and to a local farm have substantially enriched children's learning experiences. The accommodation is of good quality and offers full access for any disabled pupils.

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

### **Leadership: Good**

Through the leader's dedication and enthusiasm, the setting succeeds in creating a very positive ethos in which children and staff feel they are appreciated. Practitioners share common values about learning, behaviour and relationships and work together very effectively to ensure that The Foundation Phase and local and national priorities are implemented effectively. The strong sense of purpose created by the leader

promotes and maintains improvement well. Teaching and learning are well managed, and the setting's policies are implemented effectively. Members of staff have a clear understanding of their roles and responsibilities which they fulfil conscientiously during sessions.

The clear and effective procedures for appraising staff result in the identification of every individual's training needs. The setting's relationship with children, parents and the primary school are very positive and contribute substantially to a sense of community.

The management committee has appropriate knowledge of the setting's performance and fulfils its responsibilities conscientiously. Committee's officers consult parents, share information regularly, and contribute effectively towards the setting's administration. However, there are insufficient opportunities for the committee to contribute towards the setting's self-evaluation arrangements.

### **Improving quality: Good**

Practitioners are well informed about the setting's strengths and areas to be developed. Through the leader's encouragement, they continually self evaluate and look for ways of improving. There are secure arrangements for maintaining good practice and implementing change in areas which need improving. Self evaluation pays careful consideration to parental views and the setting benefits substantially from the professional advice of the local authority support teacher. Practitioners are able to show how self evaluation has enabled them to make significant improvements to the quality of planning and assessment.

The practice of setting specific time aside for every child to discuss his or her opinion of the session with the leader before going home, is an excellent feature. It ensures that the child's voice is an integral part of the setting's self evaluation arrangements.

The recent self evaluation report, as well as the improvement plan, are of good quality and provide a clear direction for the setting's development. The leader and practitioners implement priorities which have been noted systematically and thoroughly.

### **Partnership working: Good**

Partnership activities make a good contribution to children's achievements and wellbeing. Parents are regularly informed about every aspect of the setting's work and the leader takes active steps to try to include them in the activities that are arranged. Although the parents' handbook provides useful information about the setting's policies and procedures, it does not provide sufficient guidance for parents on how they can help their children at home. The practice of informing every parent on a daily basis of what has been achieved by their child during the session is an excellent feature.

The setting has good links with the primary school and clear arrangements for transferring children to the nursery class at the end of the academic year.

The close co-operation between the setting and the local authority support teacher makes a very positive contribution towards improving the quality of the provision and standards. Practitioners work together very effectively, share information about



children and know whom to contact and when to do so if children need additional help.

The good links forged with establishments within the community, such as the Air Ambulance, have provided substantial benefits for the setting's children.

**Resource management: Good**

The leader and the management committee very skilfully manage staff and resources and the setting is staffed appropriately. The practitioners are strongly supported by a programme of continuous professional development provided mainly by the local authority and the Mudiad Meithrin. This has enabled them to acquire new knowledge and skills and to introduce the Foundation Phase successfully.

The setting is developing well as a strong learning community. Practitioners are open to new ideas, they are willing to try out different ways of working and to share knowledge and ideas amongst themselves.

The leader and the management committee have a sound understanding of the setting's budget. They prioritise spending in line with the setting's development needs. Spending decisions are evaluated carefully to ensure that they have a direct impact on children's standards of achievement, progress and wellbeing.

The setting provides good value for money.

## **Appendix 1**

### **Stakeholder satisfaction report**

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

The number of responses received were fewer than 10. No data will be shown.

## **Appendix 2**

### **The reporting inspector**

Mr Wil Williams	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))

## 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>Professional Association for Childcare and Early Years (PACEY)</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 Day Nurseries Association (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.