



*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 Bronwydd  
Bronwydd Hall  
Bronwydd Arms  
Carmarthen  
Carmarthenshire  
SA33 6BE**

**Date of inspection: November 2014**

**by**

**Dorothy Morris  
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: 11/12/2014**

## Context

Cylch Meithrin Bronwydd meets in the Memorial Hall, Bronwydd, near Carmarthen. It caters for children aged two and three years of age for four sessions per week during the school term.

The setting is registered to take up to 24 children per session. Currently, there are 10 children on the register of whom three receive funded early years education. About half of the children attending the setting come from homes where English is the main language spoken. There are no children with additional learning needs.

There are two members of staff. They are suitably qualified and experienced in working with young children. The leader has been in post since April 2014.

The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in May 2013 and by Estyn in February 2009.

## 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 setting's current performance is judged to be good because:

- practitioners provide a range of activities which gain children's interest;
- the teaching provides effective opportunities for children to work independently and to experiment with new experiences;
- the purposeful interaction between practitioners and children extends children's vocabulary in different contexts;
- the positive relationship between the children and practitioners develops their confidence as learners;
- there is good provision to promote children's spiritual, moral, social and cultural development; and
- the setting provides a happy, caring and supportive environment for all the children.

### Prospects for improvement

The setting has good prospects for improvement because:

- the leader provides positive direction to the setting's work;
- the constructive use of practitioners' skills contributes to good teamwork;
- the management committee undertakes its responsibilities efficiently;
- the practitioners have an appropriate understanding of the setting's strengths and some areas for development;
- there is evidence of improvements being introduced effectively; and
- partnerships make a positive contribution to children's development and wellbeing.

## **Recommendations**

- R1. Structure the planning to develop children's skills more consistently, particularly their numeracy and information and communication technology (ICT) skills
- R2. Plan tasks that offer all children appropriate challenge
- R3. Establish more detailed procedures to evaluate the quality of provision
- R4. Expand the supply of ICT equipment

### **What happens next?**

The setting will draw up an action plan that shows how it is going to address the recommendations. The local authority will monitor the setting's progress.

## Main findings

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

There is no report on children's progress, standards in their skill 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: Adequate

Practitioners offer children a range of interesting experiences across the learning areas. Activities are based on a series of themes that are appropriate to the age range of the children. They include topics such as a study of birds and animals, the local area, and seasonal topics. There are good opportunities for children to offer their ideas for activities, such as a study of different homes, within the themes.

The themes are planned in detail. However, planning lacks sufficient structure to extend children's skills consistently across the areas of learning. The planning also does not ensure that tasks always offer children, including the more able, appropriate challenge.

There is constant encouragement for children to use their Welsh skills in their learning and play. During group sessions, for example, there are effective opportunities for children to listen to stories, discuss different topics, learn the main letters of the alphabet, join in songs and rhymes, and use their marking skills.

There are appropriate opportunities for children to count, recognise numbers and learn about shapes. Cooking sessions, snack time and craft sessions are used effectively to promote children's understanding of mathematical terms such as full and empty, big and small, long and short. However, children's numeracy skills are not extended consistently enough. There are a few suitable activities for children to practise their basic ICT skills in their play but planning lacks enough detail to extend their skills.

There are purposeful opportunities for children to use their thinking and investigative skills by studying small animals and birds in their habitat, for example, and through specific activities such as a study of the features of snails and worms.

Children are introduced to the traditions and celebrations of Wales, including celebrating St David's Day and St Dwynwen's Day, effectively.

There is productive use of the contributions of visitors, such as the local vicar and police officer, to children's learning experiences. The visits to local schools to join in concerts and celebrations extend children's experiences successfully.

## **Teaching: Good**

The practitioners have a sound knowledge of child development and of the Foundation Phase. They use a range of teaching methods and resources that succeed well in engaging and involving children in their learning. The constructive use of first hand experiences, such as visits to the field and wooded area outside the setting, provides an effective stimulus for a range of activities. The experience of collecting autumn leaves and classifying them by colour and size, for example, promote children's language and mathematical skills effectively.

There is an appropriate balance between activities that are chosen by children and those led by practitioners. Practitioners interact effectively with children during activities. There is constructive use of questioning and discussion to confirm children's learning and to extend their vocabulary.

The practitioners know the children well and are able to discuss their development in detail. They observe children's responses during activities and record appropriate comments. The comments are discussed fully by practitioners and transferred to the child's development record. The use of these observations in planning is developing with examples of children contributing purposefully to identifying the next stage in their learning. Parents are informed appropriately about their children's achievements and wellbeing through informal conversations and through detailed reports that are provided before the children leave the setting.

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

There are effective arrangements to support children's health and wellbeing. The induction arrangements, along with daily contact with parents, ensure that children settle quickly. The practitioners are caring and supportive of all children. There are appropriate opportunities to raise children's awareness of healthy eating and the importance of regular exercise. A nutritious snack, which includes a range of fruit and milk, is available for the children.

Learning experiences promote children's personal development effectively, including their spiritual, moral, social and cultural development. Values, such as fairness and kindness, and the importance of sharing and taking turns, are consistently promoted through daily activities. Experiences, such as saying a prayer of thanks before their snack and learning about the Nativity, contribute constructively to children's spiritual development. In addition, participating in a concert for parents contributes further to their social development.

There are suitable opportunities for children to learn about the cultures and traditions of other people through activities such as celebrating the festival of Divali and the Chinese New Year. The opportunities to discuss animals that live in Africa with a visitor and to observe the traditional costumes of the Chinese people contribute appropriately to promoting children's awareness of the wider world.

There are suitable arrangements for supporting children with additional learning

needs when necessary. This includes maintaining appropriate communication with key support services such as speech and language support.

The setting's arrangements for safeguarding meet requirements and give no cause for concern. Risk assessments are undertaken appropriately.

The setting provides suitable opportunities for children to learn about the importance of caring for the environment and all living things. They recycle, grow plants and, through visits, learn about birds and animals in their natural habitat.

### **Learning environment: Good**

The setting is an inclusive community that provides children with equal access to the curriculum and all the activities provided. Practitioners succeed well in creating a warm and supportive environment. They consider and appreciate the different backgrounds of the children and respond appropriately.

The setting has enough practitioners with appropriate qualifications to meet the requirements of the Foundation Phase. With the exception of ICT, there is a suitable range of resources.

In general, the building provides suitable facilities. The class area is small but it is used purposefully by practitioners. The learning environment is enriched by the displays of children's work. There is no outdoor play area, but the setting makes effective use of the hall for a range of activities. The hall is large and resources and equipment are organised well and accessible to the children. The building is clean and safe.

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

### **Leadership: Good**

The setting leader undertakes her responsibilities conscientiously and succeeds in creating a positive ethos for staff, children and parents. The practitioners understand their roles and work well as a team. They share common values about learning and child development. Their relationships with the children and parents are very positive. Policies and procedures are implemented appropriately.

The management committee is very supportive and has established a good working relationship with practitioners and parents. The chairperson has a good knowledge of the general management of the setting and its future needs. The registered person is a regular visitor and provides an effective link with the local Ti a Fi setting.

There are appropriate procedures to appraise the practitioners' work and identify further professional development needs. The wider use of practitioners' skills in leading activities is a specific example of the constructive discussions that are part of the process.

The setting gives appropriate consideration to national and local priorities, including



implementing the Foundation Phase, developing children's Welsh language skills and promoting healthy eating.

**Improving quality: Adequate**

The practitioners have an appropriate understanding of the setting's main strengths and some areas for development. They give appropriate attention to the views of children, parents, the management committee and relevant agencies.

The practitioners discuss aspects of provision regularly. However, procedures to evaluate the effectiveness of the provision, such as the planning and the organisation of activities, are too informal in nature.

The practitioners are open to new ideas and different ways of working. For example, activity areas have been developed further with the effective support of the link teacher.

The self-evaluation report provides a balanced picture of provision. The development plan derived from this identifies suitable areas for improvement. The implementation of the action plans are at an early stage but are developing appropriately. Most of the recommendations of the last inspection have been addressed appropriately but developing evaluation procedures remains an area for attention.

**Partnership working: Good**

The setting works productively with a range of partners that contributes positively to the quality of provision.

There are strong links with parents and carers. This was confirmed in the discussions during the inspection. The practitioners are available to meet with parents and carers at the beginning and end of each session. They receive relevant information about the setting and provision through the notice board, brochures and newsletters.

There are beneficial partnerships with local primary schools through visits and the good opportunities to contribute to joint activities such as concerts. This ensures that transition for children to the next stage of their education is a smooth process.

The close partnership with the registered person, the management committee, the link teacher and Mudiad Meithrin officer contributes constructively to the further development of the setting.

The setting has appropriate links with the community. Members of the community contribute positively to children's experiences and fund raising activities are well supported.

**Resource management: Good**

The setting is suitably staffed and there is productive use of practitioners' time and skills. Resources are used effectively to support the teaching and learning.

Practitioners make constructive use of the professional training received. The effective attention to providing purposeful opportunities for children to become independent learners is an example of this. There is appropriate use of training days to share experiences and good practice with other settings.

The setting leader and chairperson of the management committee have a secure understanding of the budget and prioritise spending appropriately according to the setting's needs. There is regular use of fundraising initiatives to add to the supply of resources. In view of the quality of leadership, the teaching and the care and support for children, the setting offers good value for money.

## Appendix 1

### **Stakeholder satisfaction report**

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

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

## Appendix 2

### The reporting inspector –

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

<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.