



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 Coed Mawr
Ysgol Bro Ddewi
Bron Y De
Bangor
Gwynedd
LL57 4TL**

Date of inspection: March 2014

by

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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:

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

Cylch Meithrin Coed Mawr is a registered nursery setting that meets in a classroom at Ysgol Bro Dewi which is on the outskirts of the city of Bangor. It provides pre-school education for the children of Coed Mawr and Glanadda.

The setting admits children of all abilities and backgrounds to sessions. During the inspection, no child with additional learning needs attended the setting. Many children who attend the setting are of ethnic origin and represent a wide range of minority languages. No child speaks Welsh as the main language at home.

The setting provides three-hour sessions on five mornings a week for children aged two and a half to four years although the number of sessions attended varies according to parental wishes. The majority of children attend the setting in the morning and the school nursery class in the afternoon. Two children are funded by the local authority.

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 July 2013 and by Estyn in February 2008.

Summary

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

Current performance

Performance is good because:

- Foundation Phase principles are strongly reflected in the quality of the curriculum;
- interesting and stimulating activities challenge children to learn effectively;
- provision for developing literacy and numeracy skills is good;
- the quality of teaching and assessment is generally good;
- children are urged to be kind to one another and to be honest and fair to others;
- the setting is an inclusive community where every child is given equal access to all areas of learning; and
- there is a good supply of resources for every area of learning.

Prospects for improvement

Prospects for improvement are good because:

- the leader and practitioners collaborate very closely as a team and fulfil their roles effectively;
- members of the management committee undertake their duties well;
- the willingness of the leader to accept and act upon advice makes a significant contribution to the setting's development;
- the setting uses self evaluation effectively for identifying its strengths and the areas in need of improvement;
- partnership activities make a good contribution to children's achievements and wellbeing;
- there are effective arrangements for managing staff performance and identifying their professional needs; and
- the setting provides good value for money.

Recommendations

1. Create more links with the local community.
2. Ensure that practitioners intervene more effectively in children's learning.
3. Ensure that practitioners take a more active part in the assessment arrangements.
4. Provide more adventurous and exciting learning experiences in the outdoor area.

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**

Foundation Phase principles are strongly reflected in the quality of the curriculum provided for children. Practitioners provide a wide range of interesting and stimulating activities which encourage children to learn effectively and make good progress across all areas of learning. The curriculum builds systematically on current knowledge, understanding and skills as children progress through the Foundation Phase.

The wide range of learning experiences encourage children to form close relationships with adults and other children, to take risks and to experiment with new experiences. The regular opportunities they have to make choices enable most children to make good progress towards becoming independent learners.

Through purposeful planning, practitioners ensure that children acquire literacy, numeracy, information and communication technology and thinking skills across the areas of learning. During whole group sessions, children are encouraged to listen astutely to the contributions of others, to ask questions and to talk about issues that are important to them. The experience of role playing in the hospital provides good opportunities for them to experiment with language and to develop confidence in their second language, whether it be Welsh or English. During circle time, children are encouraged to join in rhymes and songs and they have regular opportunities to follow stories which are read to them by practitioners. There are good opportunities in the learning areas for children to experiment with mark making for a range of purposes, such as to write their own names or to draw up lists.

The regular access children have to computers and electronic toys provides them with good opportunities to practise their information and communication technology skills.

Consistent use of Welsh by practitioners increases children's understanding of the language and gives them confidence to start using the language themselves. There is suitable provision to promote the Welsh dimension, for example celebrating *Gŵyl Santes Dwynwen* (Saint Dwynwen's day).

Teaching: **Good**

Practitioners have appropriate knowledge and understanding of the Foundation Phase and have high expectations for children's learning. They provide interesting

learning experiences across all areas of learning and employ a good range of teaching strategies, which ensure children's engagement in their tasks. Through careful planning, there is an appropriate balance between activities chosen by the child and practitioner led activities. Practitioners make imaginative use of a variety of resources to engage children's interest and improve learning. Adult support has a clear focus and overall, this contributes well to the quality of children's learning.

Although practitioners play with children on a regular basis, particularly during focus tasks, they do not take sufficient advantage of the situation to challenge children's ideas and to move learning on.

There are effective arrangements for assessing and record children's progress across all six areas of learning throughout their time at the setting. This enables practitioners to take early action if it is felt that a child needs additional support and helps them plan the next steps in children's learning.

The booklet, '*Fy Stori*' (My Story), which is produced for every child and includes interesting photos of everyone on task in the learning areas, is an effective method of reporting to all parents on their child's progress during their time at the setting.

Care, support and guidance: Good

The setting makes appropriate arrangements to promote healthy eating and drinking. The daily experiences children have of playing in the outside area provides them with good opportunities to practise their personal skills and to increase their levels of fitness.

During their daily involvement with children, practitioners strongly emphasise the need for everyone to be kind to each other, to be honest and fair and to behave in a responsible manner. This helps children to learn the difference between right and wrong. Regular opportunities for children to undertake responsibilities, such as '*Helpwr Heddiw*' (Today's Helper), and to make their own choices about their learning, make a good contribution to their personal and social development.

Practitioners know the children well and provide clear guidance for them during sessions. They know how to access professional assistance, such as from educational psychologist or speech therapist, should the need arise.

Effective induction arrangements help children to settle down quickly and without problems at the setting. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Practitioners identify children's learning needs in detail when they join the setting and ensure those needs are met. A good example of this is the good quality support provided for the large number of children who speak neither English nor Welsh.

Learning environment: Good

The setting is an inclusive community where every child has equal access to all areas of learning and activities provided. There is a strong emphasis on developing tolerant attitudes and ensuring that children and staff are free from harrassment. The

setting has enough practitioners who have sufficient knowledge and expertise to teach every aspect of the Foundation Phase curriculum. Practitioners succeed in creating a stimulating atmosphere where every child can take full advantage of the learning experience and develop positive values and attitudes.

There is a good supply of resources for all areas of learning and these are carefully matched to every individual's development and learning needs. Although the setting uses the area outside the classroom every day, there are very few adventurous or exciting experiences available to motivate them.

The large classroom, which the school's nursery class uses in the afternoon, is of good quality and is fully utilised by children and practitioners.

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

The leader and practitioners collaborate effectively and, generally, fulfil their teaching responsibilities well. Practitioners are supported by a conscientious leader who succeeds in creating an ethos where children and staff feel appreciated. All staff understand and fulfill their roles effectively and the whole team has shared values for learning, behaviour and relationships. The leader organises sessions effectively, making good use of staff time and expertise. Teaching and learning are well managed and the setting's policies are conscientiously implemented.

The setting ensures that the Foundation Phase and other national priorities are implemented successfully. However, practitioners do not take an active role in assessment processes, particularly as regards keeping records of children's responses to their tasks. This detracts from the effectiveness of the process. The relationship with children, parents and the primary school in which the setting meets is positive and contributes substantially towards creating a sense of community.

The small management committee, which includes the primary school head teacher, as well as another registered person who also acts as treasurer, undertakes the duties of managing the setting effectively.

Improving quality: Good

With the local authority support teacher's guidance, the setting carries out self-evaluation on an annual basis, and uses the process effectively in order to discover the setting's strengths and areas to be developed. There are appropriate opportunities for parents, practitioners and members of the management committee to contribute to the process.

The leader's willingness to accept and implement external advice, such as that of the local authority support teacher, is an obvious strength which contributes substantially to the setting's development.

Priorities that become apparent through self evaluation are effectively incorporated in a purposeful development plan which clearly notes how the setting intends to implement changes.

The setting has made good progress in three out of the four recommendations noted in the report of the last inspection. Reinforcing the partnership with the community continues to require further attention.

Partnership working: Adequate

Partnership activities generally make a good contribution to children's achievements and welfare.

A good partnership exists between parents and the setting. Parents are kept regularly informed about every aspect of the setting's work and active steps are taken to include them in all the activities arranged. There are very few links between the setting and the local community.

There is a productive partnership with *Ysgol Bro Ddewi* and the setting takes substantial advantage of the school's willingness to share its resources and expertise. The close relationship between the setting and the school's nursery class ensures that there is continuity and progression in children's education as they transfer from the setting to the school.

The local authority support teacher's regular visits, reports and professional advice have a positive impact on the setting's development. The setting also receives valuable managerial support from the *Mudiad Meithrin's* development officer.

Resource management: Good

There are effective arrangements for managing staff performance and this makes a good contribution towards identifying practitioners' professional needs. The regular training sessions held by the local authority and the *Mudiad Meithrin* provide valuable opportunities for practitioners to update their knowledge and skills.

The setting is appropriately staffed to teach the curriculum effectively. The leader makes effective use of the staff's time and experience in order to ensure that there is good care and support for every child.

The treasurer of the management committee keeps a very careful record of the setting's financial situation and ensures that expenditure is carefully managed in line with the setting's development needs. Spending decisions are carefully evaluated to ensure that they have a direct impact on children's standards of achievement, progress and welfare.

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
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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)

Glossary of terms

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

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