



**A report on**  
**Cylch Meithrin Cwrt Henri**  
**The Reading Rooms**  
**Dryslwyn**  
**Carmarthenshire**  
**SA32 8RU**

**Date of inspection: January 2015**

**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

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## **Context**

Cylch Meithrin Cwrt Henri meets in The Reading Rooms, in the village of Dryslwyn about 12 miles from Carmarthen, Carmarthenshire. The setting is open for four mornings a week during the school term.

The setting is registered to take up to 20 children per session. Currently, there are 12 children aged two and a half and three years of age on roll. Eleven children receive funded early years education. The majority of children come from homes where English is the main language. Currently, there are no children with additional learning needs.

There are two members of staff. They are suitably qualified in the care and education of young children. The acting leader and the assistant, who is employed on a temporary basis, have been in their current posts since September 2014.

The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in January 2014 and by Estyn in June 2009.

## Summary

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

### Current performance

The setting is adequate because:

- The majority of children make appropriate progress from their starting point
- Most children have good attitudes to learning
- All children are polite and very well behaved
- Interesting experiences secure children's engagement and enjoyment in their learning
- An inclusive ethos creates a warm and supportive environment for all children
- Partnerships contribute constructively to the setting's work

However:

- Children's literacy, numeracy and information and communication technology (ICT) skills have not been extended sufficiently
- Planning processes do not promote consistent progression in children's learning
- Teaching does not challenge the more able children consistently enough

### Prospects for improvement

The prospects for improvement are adequate because:

- The acting leader undertakes her role conscientiously
- Effective teamwork provides children with a purposeful environment
- The acting leader has a secure knowledge of the setting's main strengths
- The new development plan gives due consideration to the development of children's skills
- The acting leader and the new chair of the management committee work together collaboratively

However:

- The instability over the setting's leadership continues
- Procedures in leading and managing the setting continue to develop
- Planning for improvement is at an early stage
- The role of the management committee has not developed sufficiently

## Recommendations

- R1 Extend children's literacy, numeracy and ICT skills
- R2 Develop more detailed planning to promote consistent progression in children's skills
- R3 Ensure that teaching provides appropriate challenge for all children
- R4 Establish evaluation processes to identify and address the areas that require attention
- R5 Develop the strategic role of the management committee
- R6 Ensure stable leadership for the setting

### **What happens next?**

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

## Main findings

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

**Adequate**

#### **Standards: Adequate**

The majority of children make appropriate progress in their learning from their starting point. Most children listen well during group activities and story sessions. A few children discuss their activities confidently using appropriate vocabulary. The young learners understand greetings, instructions and simple questions in Welsh but offer very brief responses orally. The majority of children enjoy looking at books and handle them correctly. Most children recognise their names in print. The majority of children use their mark-making skills appropriately in their play. Most children know many songs and nursery rhymes and sing them confidently and enthusiastically.

Nearly all children recite numbers to ten confidently. The majority of the older children count objects up to at least five correctly. They understand the meaning of some mathematical terms, such as big and small, full and empty, in practical situations. The majority of children recognise basic two-dimensional shapes and begin to understand the purpose of money through role-play in the shop.

With support, the majority of children use basic ICT skills appropriately to move objects on the screen, record a few comments and input simple instructions to a programmable toy.

The majority of children make appropriate use of their early thinking and problem-solving skills in activities such as building with blocks, cooking and experimenting with magnets. They make productive use of their creative skills through printing, drawing and painting. They handle and use small tools, such as pencils, paintbrushes, scissors and rolling pins, with good control.

#### **Wellbeing: Good**

All children settle well in the setting. Most have good attitudes to learning and persevere with their activities for suitable periods of time. They behave very well and undertake new experiences confidently. Attendance levels are good.

Children's personal skills develop well. All children form productive relationships with other children and with adults. They undertake responsibilities, such as 'helper of the day' and tidying up after activities, confidently. Most children work effectively in group activities and are willing to share resources and equipment.

Many children are aware of the importance of healthy eating and exercise. They can name the fruit, vegetables and healthy foods during snack time. They understand the importance of washing hands before eating snacks.

Children's social skills and awareness develop effectively through daily experiences, by joining in activities with the primary school and through participating in fundraising activities for good causes.

<b>Key Question 2: How good is provision?</b>	<b>Adequate</b>
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### **Learning experiences: Adequate**

Practitioners provide interesting learning experiences across most areas of learning. Activities are based on a series of themes that are appropriate to children's ages and stage of development. They include studies of topics such as Jungle Animals, Myself, and seasonal topics. There is appropriate use of a few visits, such as to the village post office, to support children's learning.

Planning frameworks identify skills and note the main activities appropriately. Overall, however, there is not enough detailed planning to ensure the progressive development of children's skills.

Daily activities provide suitable opportunities for children to use their literacy and numeracy skills. They include opportunities to listen to stories, sing songs and rhymes, count and recognise numbers and experiment with shapes. There are a few opportunities for children to use basic ICT skills in their play.

Productive learning experiences develop children's creative and physical skills effectively. There are a few appropriate opportunities for children to use their investigative skills, for example when looking at instruments to observe the temperature and the amount of rainfall received during the night.

The practitioners develop children's awareness of the traditions and celebrations of Wales successfully through activities such as celebrating St David's Day and St Dwynwen's Day.

### **Teaching: Adequate**

Practitioners have a sound knowledge of child development and the Foundation Phase. They ensure an appropriate balance between activities that are led by adults and those chosen by the children themselves. However, activities are not always planned in sufficient detail to offer all children an appropriate challenge, especially the more able children.

There is a good emphasis on providing opportunities for children to be active in their learning. Practitioners join in the activities effectively and make constructive use of resources to support the learning. At times, however, there is not enough use of opportunities to extend children's language by introducing new vocabulary and sentence patterns. In circle time and story sessions, for example, there is limited use of questioning techniques to provide children with opportunities to discuss and answer questions.

Practitioners know the children well and are able to discuss their development appropriately. There is an established procedure for assessing and tracking children's progress across the six areas of learning. The acting leader has a sound grasp of the children's records but there is not enough use of the information gathered in planning the next steps in learning. There is an effective system to

encourage children to keep samples of their work in personal files.

Parents are kept appropriately informed about their children's development through informal discussions and suitable written reports. There are constructive opportunities for parents to discuss the reports and samples of their children's work individually with practitioners.

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

There are effective arrangements to support children's health and wellbeing. There is good attention to promoting their understanding of the importance of hand washing and using tools safely. Induction arrangements ensure that children settle well in the setting. The practitioners are caring and supportive of all children.

There are appropriate opportunities to raise children's awareness of the importance of healthy eating and exercise. For example, there is effective use of the theme 'Food' to provide opportunities for children to taste, cook and handle different foods.

There are suitable arrangements for supporting children with additional learning needs when necessary. The setting has a clear policy that contains the relevant information. There are appropriate lines of communication with key agencies such as child support services and speech therapists.

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

Learning experiences promote children's personal development, including their spiritual, moral, social and cultural development, successfully. Values, such as kindness, and the importance of sharing and taking turns, are fostered effectively through daily activities. Experiences, such as offering a prayer before leaving and Christmas celebrations, contribute appropriately to children's spiritual development. There are suitable opportunities for children to learn about other people's cultures and traditions through activities such as celebrating the festival of Diwali and the Chinese New Year.

Opportunities to grow vegetables and plants, and to participate in recycling and composting activities develop children's awareness of the importance of caring for the environment appropriately.

### **Learning environment: Good**

The setting is an inclusive community that provides children with equal access to the curriculum and to all activities. Practitioners consider and value children's diverse backgrounds and respond appropriately. They create a warm and friendly environment for all children.

The setting has enough practitioners with appropriate qualifications to meet the requirements of the Foundation Phase. The building is of good quality and provides suitable facilities. Practitioners make full use of the space available by organising various activity areas around the hall. The displays of samples of children's work



contribute to creating a colourful environment. There are sufficient resources across most areas of learning. The range of ICT resources is more limited and is included appropriately for attention in the setting's development plan. The outdoor learning area is small but provides suitable opportunities for a range of activities. The building is clean and safe.

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

The acting leader is relatively new to her role and is developing her knowledge of leadership and management processes appropriately. She has clear values and objectives which are based on children's development and wellbeing. This is suitably reflected in the setting's work and ethos. The effective communication with the assistant, the management committee and parents contributes to a successful working relationship. The practitioners work closely as a team and undertake their responsibilities conscientiously. Daily routines run smoothly and relevant policies are implemented.

The management committee is developing its understanding of its responsibilities. The new chairperson and officers carry out their duties conscientiously and are supportive of the setting. The committee works hard to raise additional funds. There is a suitable system to evaluate practitioners' work but the procedures are not sufficiently established to identify their further professional development needs.

The practitioners give suitable attention to national and local priorities, including implementing the Foundation Phase, promoting healthy eating and developing links with the local primary school.

### **Improving quality: Adequate**

The acting leader has a secure understanding of the setting's main strengths. She seeks the views of parents, the local authority link teacher and the Mudiad Meithrin officer and acts on the advice offered. The practitioners are willing to listen to new ideas and to try new ways of working. The system of joint planning and discussion is a constructive development. However, there is not enough use of evaluation processes to identify and address aspects that need attention.

The self-evaluation report provides useful information across all aspects of provision but it has not been updated to reflect the current situation. With the support of the link teacher, the acting leader has created a new development plan that includes relevant targets, a timetable and specific responsibilities in order to achieve the targets set. Its implementation, however, is in its infancy.

The setting has given due attention to the majority of the recommendations in the previous Estyn report. The recommendation to expand the opportunities for children to develop their ICT skills has not been achieved fully.

Aspects of provision are regularly monitored by the local authority link teacher and

appropriate areas for development are agreed. Suitable strategies are being put in place that are improving provision in aspects such as the organisation of sessions.

**Partnership working: Good**

There is a strong partnership with parents and this was confirmed in the conversations held during the inspection. Practitioners are regularly available to meet with parents at the beginning and end of each session. They provide parents with relevant information about the setting's activities through the notice board, posters and newsletters.

The setting has good links with the local school. Children benefit from the opportunities to participate in events, such as the Christmas service, alongside pupils from the school. This close relationship promotes a smooth transition for children to the next stage in their education.

The constructive relationship with the local authority link teacher, officers and members of the management committee, and Mudiad Meithrin officer contributes appropriately to developing the setting's work. The links with the community ensure good support for fundraising activities for the setting and for good causes.

**Resource management: Adequate**

There are sufficient practitioners. There are enough resources in most areas of learning which are used appropriately to support the teaching and learning.

The acting leader attends appropriate training on the requirements of the Foundation Phase and on aspects of child care and development. There is suitable use of the training in aspects such as the organisation of activities and in promoting children's independent play.

The treasurer has a clear understanding of the budget and spending decisions are prioritised by the management committee according to the setting's needs. There is successful use of grants and fundraising initiatives to supplement resources.

Given the outcomes achieved by children and the shortcomings in aspects of provision, the setting provides adequate value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

*Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.*

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	12	12 100%	0 0%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	12	12 100%	0 0%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	12	8 67%	4 33%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	14%	0%	0%		
My child is making good progress at the setting.	12	8 67%	3 25%	0 0%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	1%	0%		
Children behave well in the setting.	12	9 75%	3 25%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	27%	0%	0%		
Teaching is good.	12	8 67%	4 33%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		79%	18%	0%	0%		
Staff treat all children fairly and with respect.	12	11 92%	0 0%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		82%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	12	9 75%	3 25%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		73%	22%	0%	0%		
My child is safe at the setting.	12	10 83%	2 17%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	12	4 33%	3 25%	1 8%	0 0%	4	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		65%	24%	1%	0%		
I am kept well informed about my child's progress.	12	7 58%	3 25%	1 8%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	5%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the setting with questions, suggestions or a problem.	12	10 83%	2 17%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	19%	1%	0%		
I understand the setting's procedure for dealing with complaints.	12	3 25%	1 8%	2 17%	0 0%	6	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		62%	30%	3%	0%		
My child is well prepared for moving on to school.	12	9 75%	3 25%	0 0%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		70%	24%	1%	0%		
There is a good range of activities including trips or visits.	12	10 83%	2 17%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		61%	31%	4%	1%		
The setting is well run.	12	8 67%	4 33%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

## Appendix 2

### The reporting inspector –

Dorothy Morris	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

<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 partnerships 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.