



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 Dwyran
The Community Room
Dwyran Community School
Dwyran
Isle of Anglesey
LL61 6AQ**

Date of inspection: January 2015

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 Dwyran is a setting in the village of Dwyran, in the local authority of the Isle of Anglesey. It meets in the community room of Dwyran Community School. The setting is open for four mornings of the week. The setting has two members of staff.

The setting is registered to take up to 14 children. It admits children between two and four years of age. At the time of the inspection, four children were three years old and funded by the local authority.

All the children are of White British origin. The minority of children speak Welsh as their first language. There are no children with additional learning needs.

The leader has been in post since September 2002. The setting was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in June 2014 and by Estyn in January 2009.

Summary

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

Current performance

The setting's current performance is good because of the:

- good planning of learning experiences;
- balanced and suitable curriculum;
- effective teaching that focuses well on the areas of learning;
- good resources that are inside the building;
- good relationship between adults and children; and
- the effective co-operation with external agencies, which contribute purposefully to the setting's success.

Prospects for improvement

The setting's prospects for improvement are good because of the:

- provision and clear direction to the setting's work by the leader and the staff;
- effective self-evaluation systems that correspond appropriately to the clear targets in the purposeful development plan;
- positive and active attitude towards staff development and training; and
- the support of the management committee.

Recommendations

- R1 Set clear learning objectives at the start of every focus activity to challenge individual children
- R2 Interfere less when teaching, in order for the children to develop their independent skills
- R3 Provide relevant opportunities for pupils to learn about their local community and other cultures
- R4 Develop and enrich the resources and experiences in the outdoor area

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Not applicable

Standards: Not applicable

There is no report on children's progress, standards in the development of their skills, the Welsh language and wellbeing. This is because there were not enough relevant children present at the time of the inspection upon whom to report without identifying individual children.

Wellbeing: Not applicable

There is no report on children's progress, standards in the development of their skills, the Welsh language and wellbeing. This is because there were not enough relevant children present at the time of the inspection upon whom to report without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The planning satisfies the philosophy of the Foundation Phase well and achieves the outcomes that are identified in children's learning. The curriculum builds effectively on children's previous and current knowledge and experiences through termly themes. There are interesting opportunities available to all children to develop their skills across the curriculum.

Suitable time is set weekly for the leader and the staff to discuss the curriculum and the themes' activities. Therefore, the curriculum is flexible and linked to children's interests. Specific activities and tasks are planned thoroughly and the children have freedom to choose their own tasks and activities. However, the learning objectives are not presented in detail to challenge individual children. Good activities are provided for children to develop their basic and key skills in literacy, numeracy, knowledge and understanding of the world and creative development. The regular use of the school hall supports the provision for the children's physical development. However, the provision in the outdoor area is adequate.

All adults communicate effectively with children in Welsh. Provision for developing children's information and communication technology skills (ICT) is purposeful. The staff direct children regularly to use technological equipment such as the computer, electronic toys and a camera. Children have many opportunities to develop their thinking skills through interesting activities such as role-playing in the shop that sells teddies, experimenting with sand, painting and packing a picnic hamper.

Good emphasis is placed on Welsh traditions and celebrations, such as celebrating St David's Day and Saint Dwynwen's Day. Suitable opportunities are provided for children to learn information and understanding of other cultures and traditions, for

example, through studying stories from Africa. Similar activities help children to develop an adequate understanding of the wider world and develop their awareness of global citizenship appropriately.

Teaching: Good

Staff have 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 staff and children. Staff have an active role in planning the curriculum and the best use is made of their expertise. Staff do not set clear learning objectives at the start of every focus activity to ensure that individual children are challenged appropriately in line with their abilities. Staff co-operate effectively.

All children are free to choose from activities that are led by adults or to work independently. However, on occasions, staff intervene too much and they do not allow the children to develop their independent skills successfully. Staff model language well in order to develop children's thinking and communication skills. Staff encourage children to evaluate sensibly as they discuss a story and role-play.

In the building, staff provide an interesting environment that ensures successfully that all children take part and enjoy. However, the teaching in the open air is not stimulating and the outdoor area is not used purposefully.

Regular assessment procedures exist. The records of children's achievements are completed thoroughly. Staff assess children regularly and make effective use of this information to track their progress. They complete attractive booklets that record efficiently what each child has learned at the setting. As a result, staff know the children well and can motivate them to persevere in learning new skills.

Parents and carers are informed well about their children's achievements and the information is available to them at any time.

Care, support and guidance: Good

The setting ensures that children's health and wellbeing is good. Visitors extend children's experiences appropriately. The setting visits the community occasionally through trips to the village. The use of the village develops children's knowledge and understanding of their community adequately.

The setting has good provision for ensuring children's spiritual, moral, social and cultural development. The staff foster values such as honesty, fairness and respect sensibly. Children have good opportunities to reflect, discuss feelings, say thank you and pray. This is evident as they take turns well when washing their hands, putting on their coats, eating fruit and having a drink around the dining table. The setting has the appropriate arrangements to promote healthy eating and drinking. Good opportunities are available for the children to recycle paper and plastic bottles. This begins to develop their understanding of sustainability effectively. However, challenging opportunities are not available for the children to grow plants. Therefore, the children do not learn effectively about how plants grow and how to care for the environment.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. The setting is safe, the doors are locked and only a member of staff opens them. No one can come in and no child can leave unaccompanied. Staff are careful as children are collected and ensure that they are in the care of their parents or a familiar carer.

Regular reviews of children's progress ensure that individuals that are suspected of needing additional support are identified. Staff discuss these with appropriate agencies. The leader is the additional learning needs co-ordinator and she is familiar with the necessary procedures in order to support children who have special needs.

Learning environment: Good

Through daily activities and the attitude that is adopted by staff, the setting promotes a positive ethos. Staff know children well and their individuality is recognised. All children have equal access to a suitable curriculum, although the lack of use of the outdoor area limits this somewhat.

The setting uses positive behaviour strategies, which removes any disruption or aggressive behaviour. The setting's staff have suitable qualifications and good experience and the adult to child ratio is favourable. Staff's expertise is used well in planning and in supervising activities.

The setting uses its resources successfully in the building to meet the requirements of the Foundation Phase and children's needs. There are limited resources in the outdoor area. Resources are accessible to children, which promotes the children's sense of responsibility well. Resources are shared effectively between continuous and enrichment activities.

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

Staff understand their roles and responsibilities in full and work together well as a team, sharing values, aims and objectives. The leader involves the staff in planning, which ensures the best use of the expertise. The leader is actively involved, giving clear directions and through accepting 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 staff focus effectively on the needs of all children.

The staff receive relevant and appropriate training and this impacts well on the quality of provision. The leaders, which include the management committee, take full account of relevant legislation and guidance and they meet the legal requirements. The management committee meets regularly and the committee monitors and challenges the leadership effectively.

The leaders have strategic plans in place. The self-evaluation systems lead to effective long-term development plans, which have appropriate and suitable

timescales noted. The setting takes good account of national priorities, including implementing the Foundation Phase curriculum.

Improving quality: Good

The leader and staff know the setting well. They know what they are doing successfully and what they need to do to improve. The setting self-evaluates well. It ensures effective links between the self-evaluation and the development plan's targets.

There is suitable evidence of helpful evaluations from all who are connected to the setting, such as parents and external agencies. The appropriate targets include, opportunities to plant and grow plants, purchasing new carpets, provide suitable and new resources for the outdoor area and to develop the links with parents. The setting evaluates areas for improvement effectively against responsibilities and timescales in the development plan.

Staff are keen to accept new ideas and to experiment with different ways of working, suggested by the local authority's advisory teacher and the Mudiad Meithrin. For example, the local authority's recommendations on how to improve the planning and assessment have affected well the quality of the learning experiences and teaching. This has a positive effect on children's learning and wellbeing. The setting has addressed the recommendations from the previous inspection appropriately; however, although improvements have been made to the outdoor area, it remains as an area to improve.

Partnership working: Good

The parents and carers, in the questionnaire replies and during discussions, express their satisfaction with the setting. They appreciate the standards of care and the quality of education available. They value the open door policy and the opportunities to meet staff on a daily basis.

By the time the children leave the setting; all parents feel that they are well prepared for the next stage in their education. The links with the local school, 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 setting greatly. The advice and suggestions have helped in moving the setting forward and have contributed to good standards, effective provision and purposeful leadership.

Resource management: Good

Leadership is strategic and plans for the future. Resources are managed well to support learning and improvements at the setting. The leader and the management committee ensure that the setting has sufficient staff with appropriate qualifications and training. The management committee and staff use support agencies purposefully for the sake of the children.

The staff work together effectively to improve children's achievements. Sensible use is made of all the available resources. They are accessible to the children. The staff make good use of the building to provide a range of interesting learning experiences.

The provision and enthusiasm of the leadership means that 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 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)

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

Professional Association for Childcare and Early Years (PACEY)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (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.