



*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 Llanfaethlu  
Coffee House  
Griffith Reade Hall  
Llanfaethlu  
Anglesey  
LL65 4NF**

**Date of inspection: May 2012**

**by**

**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 Llanfaethlu was established in the existing hall twenty years ago in order to offer Welsh-medium nursery provision to the children of the village of Llanfaethlu and the surrounding rural area. It is part of the provision of Mudiad Ysgolion Meithrin on behalf of Anglesey Children's Partnership.

The area is Welsh in terms of its language and culture and approximately 69% of children who attend the Cylch speak Welsh at home as their main language.

During the inspection, 16 two-and-a half and three year old children were attending the Cylch. Children attend the Cylch for two and a half hours a day, four mornings a week. The Cylch is staffed by a leader, and two learning assistants. At the time of the inspection, a trainee student was an additional member of staff.

The room used by the Cylch is of a good size and there is a safe play area for children outside.

The area is described as one that is neither prosperous nor economically disadvantaged. Children's ability varies considerably when they start in the Cylch. At the end of their period in the Cylch, the children will transfer to primary schools in the area where they will continue to receive Welsh-medium education. Two of the staff have suitable qualifications in early years education. The setting was inspected by the Care and Social Services Inspectorate for Wales in December 2011. It was inspected previously by Estyn in July 2006.

## 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 Cylch's current performance is good because:

- all children achieve good standards, making good progress from their starting points;
- nearly all children make an effort and concentrate well on tasks;
- children respond positively to instructions and guidance from adults, showing them respect;
- in general, provision for developing skills is good;
- practitioners co-operate well as a team and intervene effectively in children's play to enrich learning; and
- the inclusive ethos that exists in the Cylch promotes equality and fairness for all.

### Prospects for improvement

The Cylch's prospects for improvement are good because:

- the Cylch has clear aims and objectives for improvement;
- the leader has established good links with parents and other partners;
- the management committee has a good understanding of its strengths and areas for improvement; and
- financial resources are managed effectively and are linked well to improvement plans.

## Recommendations

In order to improve, the Cylch needs to:

- R1 develop children's skills in information and communication technology;
- R2 develop its improvement arrangements to ensure that all the areas for improvement receive appropriate consideration over time;
- R3 plan in more detail for activities in the outdoor area; and
- R4 ensure sufficient opportunities for children to benefit from wider links with the community.

### **What happens next?**

The Cylch will produce an action plan to show how it intends to respond to the recommendations in the report. The local authority will monitor progress against the plan.

## Main findings

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

Good

#### Standards: Good

All children achieve good standards, making good progress from their starting points. In general, the children show a good understanding of basic words and instructions in Welsh. Children who are from homes where Welsh is not the first language understand more words than they can speak. They respond well to instructions and join in enthusiastically in activities such as action songs, songs and rhymes.

Nearly all children show a praiseworthy effort in concentrating well on tasks. They work well and show an interest in the activities that are set for them. They can make simple choices and, on the whole, they achieve well.

Children's communication skills are developing appropriately. The majority of them can converse confidently together and with adults. They question and listen to responses and can discuss their work and play and express an opinion. Their vocabulary is extending constantly. All children join in the oral activities at welcome and registration time, responding appropriately to a discussion about the weather or the arrangements for the day.

About half the children can identify their names on a card during welcome time and the most mature can identify simple words in a book or on wall displays. Nearly all children enjoy developing their marking skills by using a variety of media such as paint or crayons and by moving their fingers through sand. The majority of children are developing a good understanding of the function of writing. Nearly all children enjoy choosing books independently and most of them treat books like readers, turning the pages and repeating familiar stories meaningfully.

All children are developing an understanding of number and nearly all can count to ten with an adult. A minority of children can identify simple shapes. Children's information and communication technology skills are not sufficiently developed and only a few of them can use a programmable toy appropriately.

#### Wellbeing: Good

Children respond positively to instructions and guidance from adults and show them respect. They are happy and at home in the Cylch and behave well there. There is a good relationship between them and with the staff and they ask for help if necessary.

Children are aware of the importance of personal hygiene and safety and the majority take responsibility for tidying and putting equipment away when appropriate. The majority wash their hands without much help from adults. They eat their snack in an organised atmosphere, and appreciate opportunities to help serve and clear the table. The majority are aware that the content of the snack helps to be healthy.

Most children respond positively to the challenge of new activities. They also, in line with their ability and stage of development, are developing their skills as independent learners and thinkers. They enjoy choosing activities in the internal and external learning areas and the majority of them concentrate for suitable periods when completing tasks. Most children co-operate well in group tasks.

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

The setting plans thematically, identifying a series of suitable themes during a year. Within the themes, the short-term planning concentrates on effective focussed tasks. It also pays appropriate attention to relevant resources in the learning areas and guidance on the opportunities to develop a suitable range of basic skills. This captures the children's interest and enriches their experiences. In general, the planning within themes ensures a balance across the learning areas and promotes the outcomes of the Foundation Phase. This includes providing an appropriate balance between activities led by children and by adults and ensures effective use of the resources that are available. However, planning does not pay sufficient attention to activities in the external learning space. In addition, children have few experiences to enrich their learning by meeting visitors and visiting locations outside the Cylch.

In general, the provision for developing skills is good. The planning identifies opportunities across the activities for children to acquire literacy and numeracy skills. A good range of activities ensure opportunities to develop their thinking skills. However, children have few opportunities to develop skills in information and communication technology. The setting's activities and arrangements for developing the Welsh language and promoting children's awareness of Welsh traditions and culture are very effective. There are not sufficient opportunities to develop their understanding of the wider world.

### **Teaching: Good**

Practitioners have a firm knowledge of the Foundation Phase and learning is arranged suitably in order to develop children's knowledge, understanding and skills across the learning fields. Practitioners also offer suitable models for children's language. A good range of resources is used to provide activities that stimulate, challenge and excite the children. An appropriate balance of opportunities is arranged for them to work as individuals, in groups and as a whole Cylch.

Practitioners co-operate well as a team and intervene effectively in children's play in order to enrich learning. They use skilful questioning methods to ensure effective differentiation when challenging children. Practitioners' expectations are high and they manage children's behaviour effectively.

In general, the setting has appropriate arrangements for assessing children's learning. An assessment is undertaken, jointly with a parent, when the child starts at the setting, and this sets an effective basis for measuring progress over time. Practitioners record regular observations and assessments that measure children's progress effectively. In addition, they record suitable steps for children's further development. However, the use made of these records for planning has not yet been developed sufficiently.

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

Practitioners have clear objectives and values. The need for courtesy and respect is emphasised and practitioners' expectations of children's behaviour are high. Children are praised for suitable behaviour and they understand the need to share

and wait their turn when they want to join in with a popular activity where there is a need to limit numbers. The good relationship between practitioners and children is a positive element in the teaching and the inclusive ethos that exists in the Cylch promotes equality and fairness for all.

Good use is made of periods such as eating time and tidying up time to develop children's social skills. Eating healthily is promoted and the daily snack includes milk, yoghurt and fruit. Learning experiences, especially the effective use of circle time with the whole group, promote children's moral and spiritual development well. Children feel at home in the Cylch and practitioners are caring and always at hand to comfort if needed. These arrangements contribute well to children's general development and wellbeing and support their learning effectively.

The setting has appropriate procedures and a policy for safeguarding.

Good links exist with specialist agencies as needed. There are appropriate arrangements for identifying and supporting children with additional learning needs.

### **Learning environment: Good**

The inclusive ethos that exists in the Cylch promotes equality and fairness for all children. Practitioners know the children well and they foster a caring, supportive relationship that enriches their emotional wellbeing. The setting promotes tolerant attitudes among children and any cases of disruption are dealt with effectively.

In general, the Cylch has a good supply of suitable resources. This enables the setting to respond effectively to the requirements of the Foundation Phase curriculum and children's specific needs. Practitioners have ensured an agreement to make use of the community centre's computer resources in the near future. This will improve the quality of provision and enrich children's learning experiences. The building is adequate in size and facilities and appropriate space for outdoor activities has been developed recently. There is little use of the local environment to add to the facilities that are available to the Cylch.

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

The Cylch has clear aims and objectives for improvement. These include values that promote equality and practitioners ensure that an ethos that supports learning exists in the setting. There are effective arrangements to ensure that all staff understand their role in relation to the Cylch's daily activity in addition to more extended aims and plans. All members of staff have a current job description and suitable opportunities are arranged for them to take advantage of a training programme to support their professional development. The leader has established good links with parents and also with other partners. The leader has good working links with the local partnership's advisory teacher. This has ensured effective support for the leader when developing aims and arrangements that focus on children's needs.

The management committee undertakes its responsibilities conscientiously. Members of the committee keep close contact with staff in order to discuss needs and developments, and operate effectively as critical friends. The Cylch has also



benefitted from the committee's effective work to ensure additional resources to improve the quality of provision.

### **Improving quality: Adequate**

A culture of self-evaluation is developing appropriately in the setting. The Cylch has a good understanding of its strengths and of the areas to be improved. Suitable arrangements are in place for considering parents' opinions and good attention is paid to recommendations arising from the support teacher's visits. However, not all the areas for improvement that have been identified by the Cylch have been recorded clearly enough in the self-evaluation report. As a result, not all relevant needs are prioritised for improvement over time. Nor are the judgements in the report always supported firmly enough by direct evidence.

In general, the Cylch implements appropriate strategies for responding to areas that need improvement. The improvement plans outline appropriate timetables for achievement and allocate responsibility for their implementation. All practitioners are aware of these strategies and of their responsibilities in implementing them.

There is a strong element of co-operation among practitioners and with the management committee. This has a positive impact on the quality of learning.

### **Partnership working: Good**

The setting has established a good relationship with parents. There are effective opportunities at the beginning and end of sessions to exchange information concerning children's day-to-day wellbeing and progress. In addition, comprehensive information on development and progress is provided by presenting a portfolio of children's work in the 'Treasure Book' at the end of their time at the setting. Beneficial information on the Cylch's work is presented through a termly newsletter and the setting's aims and objectives are displayed prominently near the entrance.

The Cylch has developed good active links with the primary schools to which children transfer. This promotes children's wellbeing. The partnership that is developing with nearby nursery settings provides opportunities for valuable professional development for the staff. The partnership with the Hall Committee ensures appropriate resources for the setting. However, the Cylch has not yet developed wide partnerships with other associations and organisations in the community.

### **Resource management: Good**

The managers and staff ensure the best standards in terms of the building and external facilities that are within their budget and control. The setting is staffed appropriately and good use is made of the staff's experience and expertise. The arrangements for performance management and evaluation identify staff's development needs appropriately and they have taken advantage of development opportunities within the local authority's arrangements.

Financial resources are managed effectively and, in general, expenditure is linked well to improvement plans. This helps to ensure that expenditure decisions have a direct impact on standards of children's progress and wellbeing.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

As the number of parent questionnaires that were returned is less than ten, the report does not include an analysis of them.

## Appendix 2

### The reporting inspector

Iwan Roberts	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 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>National Childminding Association (NCMA)</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 (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.