



*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 Llanllyfni  
Neuadd Goffa  
Llanllyfni  
Caernarfon  
Gwynedd  
LL54 6SG**

**Date of inspection: May 2015**

**by**

**Nicholas Jones  
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 Llanllyfni is a setting in the village of Llanllyfni, in the Gwynedd local authority. It meets in the 'Neuadd Goffa'. The setting is open for five days of the week. The setting has four members of staff. Mudiad Meithrin manages the setting and works together with Flying Start.

The setting is registered to take up to 16 children. It admits children from two to three years of age. At the time of the inspection, 15 children attended, five of them funded by the local authority.

All the children are of white British origin and most speak Welsh as their first language. Very few children have additional learning needs.

The leader has been in post since November 2014. The setting was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in April 2015 and by Estyn in March 2010.

## 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 good because of the:

- good planning of learning experiences;
- balanced and interesting curriculum, which supports all the children;
- effective teaching that focuses well on the outcomes of the Foundation Phase;
- good resources that are available inside the building;
- good relationship between adults and children;
- good relationship and co-operation with the community; 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;
- effective self-evaluation systems that correspond effectively to the clear targets in the purposeful development plan;
- positive and active attitude towards staff development and training;
- effective use of effective support lines; and
- the active and supportive work of the management committee.

## **Recommendations**

In order to improve, the setting needs to:

- R1 Plan effective activities to develop the pupils' numeracy skills
- R2 Improve the provision for physical development
- R3 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

Planning satisfies the philosophy of the Foundation Phase effectively and achieves the outcomes that are identified in children's learning. The curriculum builds effectively on children's previous and current knowledge and experiences. There are interesting opportunities available to all children to develop their skills across the curriculum. However, challenging opportunities are not available to develop the children's numeracy skills.

Appropriate time is set weekly for the leader and the staff to discuss the curriculum and the theme activities. Therefore, the curriculum is flexible and linked to children's interests. Specific activities and tasks are planned thoroughly and children have freedom to choose their own tasks and activities. The learning objectives are planned and presented in detail to challenge individual children, especially in their literacy work. Good activities are provided for children to develop their knowledge and understanding of the world and their creative development. However, challenging opportunities are not available for the children to develop physically through adventurous play on large toys.

All adults communicate very effectively with the 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, tablets and electronic toys. Children have many opportunities to develop their thinking skills through interesting activities such as role-playing, experimenting with water and sand, and painting familiar characters.

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

and traditions, for example, through studying the Chinese New Year. Similar activities help children to develop a good understanding of the wider world and develop their awareness of global citizenship effectively.

### **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 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. Staff are sensible when intervening and they allow the children to develop their independent skills successfully. Staff model language very 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 restricted outdoor area is not used purposefully.

Effective assessment procedures exist. The records of children's achievements are completed consistently. The assessments lead to individual children's targets and the next stages in their education. 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 and visits extend children's experiences effectively. The setting visits the community regularly through trips to the village. The use of the village and the local area develops children's knowledge and understanding of their community effectively.

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 and say thank you. This is evident as they take turns well when eating snacks 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 food. This begins to develop their understanding of sustainability effectively. However, due to the restrictions in the outdoor area, challenging opportunities are not available for the children to grow plants. Therefore, the children do not learn effectively about how plants grow outdoors 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. The small outdoor area is secured effectively on a daily basis with a temporary fence that ensures that the children cannot wander away from the play area.

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 an interesting 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. Resources are accessible to children, which promote the children's sense of responsibility well. Resources are shared effectively between continuous and enrichment activities.

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

Even though the staff are reasonably new to their roles since re-establishing the setting in November 2014, they understand their roles fully and co-operate well as a team. They use the guidance of the Mudiad Meithrin, Flying Start and the local authority sensibly. This practice ensures the best use of their expertise. The leader, staff and management committee plan purposefully to provide interesting experiences for the children.

The development plan is a useful document. Clear priorities for improvement are identified through sound self-evaluation procedures. Good processes are in place to ensure that resources are available to meet improvement objectives. Staff receive relevant and appropriate training, which has a good effect on the quality of provision.

The management committee leads effectively and gives good consideration to legislation and its management systems meet requirements. The setting gives good consideration to national priorities.



### **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 sound evidence of helpful evaluations from all who are connected to the setting, such as parents and external agencies. Appropriate targets include developing the children's numeracy skills, developing the children's ICT skills further, secure an area of land to develop the continuous provision outdoors and strengthen the link with the local school. 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, the Mudiad Meithrin and Flying Start. This has a positive effect on children's learning and wellbeing.

### **Partnership working: Good**

There is an effective relationship between the setting and parents. There is a comprehensive booklet for parents and carers, which provides them with relevant details about the setting. By the time children leave the setting, they are well prepared for the next stage in their education at school.

Links between the setting and the school are developing well since re-establishing the setting. Sound and effective partnerships exist with a range of community organisations. The partnerships with Flying Start, Mudiad Meithrin and the local authority are very good and help the setting to progress.

### **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 and the local area 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

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](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.