



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 Morswyn, Caergybi
Ysgol Morswyn
Lon Cyttir
Ynys Môn
LL65 2TF**

Date of inspection: July 2012

by

Mr Wil Williams

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court
Keen Road
Cardiff
CF24 5JW

or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Queen's Printer and Controller of HMSO 2012: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Publication date: 01/08/2012

Context

Cylch Meithrin Morswyn is part of the Ynys Môn Children and Young People's Partnership and provides Welsh medium, pre-school education for the children of the town of Holyhead and the surrounding area. The setting meets in a room in Ysgol Morswyn which is on the outskirts of the town.

The area served is deemed to be economically and socially disadvantaged. Children of all abilities and backgrounds are admitted to the setting. During the inspection, one child with additional learning needs was attending the setting.

Two and a half hour sessions are provided on four mornings a week for children aged two and a half and three years of age, although the number of sessions attended vary according to parental wishes. Currently, there are ten three year old children registered at the setting and funded by the Partnership.

Most children speak English at home. No child is learning English as an additional language. The setting's main medium of teaching and learning is Welsh.

Children are supported by four full time practitioners all of whom are appropriately qualified to teach the early years.

Almost all children will continue their education at Ysgol Gynradd Morswyn when they have finished their period at the setting.

The setting was last inspected by the Care and Social Services Inspectorate Wales in November 2010 and by Estyn in July 2006.

Summary

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

Current performance

The setting's general performance is good because:

- most children achieve good standards in good communication skills;
- most children make good progress in gaining skills in Welsh language;
- every child has a sound understanding of how to become healthy;
- children's attitudes to learning are very positive and standards of behaviour are good, and
- the quality of teaching is good.

Prospects for improvement

Prospects for improvement are good because:

- the leader's good management provides a clear sense of purpose for the setting's work;
- of the willingness of practitioners to undertake new priorities and initiatives;
- practitioners know the setting well and are continually looking for ways of improving;
- the setting is developing well as a strong learning community, and
- practitioners are very open to new ideas and are willing to try different ways of working. .

Recommendations

In order to further improve, the setting needs to:

- R1 make more use of assessment information to plan for the future;
- R2 raise the standards of information and communication technology;
- R3 hold management committee meetings more regularly, and
- R4 further develop self assessment arrangements.

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?	Good
---	-------------

Standards: Good

Most children achieve good standards bearing in mind their age, stage of development and their starting point at the setting. As they become more mature, almost all develop the communication and numeracy skills needed to take advantage of the full curriculum. Although children, on the whole, use information communications technology equipment confidently, their range of skills is limited.

Almost all children display good communication skills as they express their feelings or emotions and through the arts and music. They make sure that they are understood by other children and visitors and listen to instructions and act upon them. During role play in the seaside shop in class, most children use language appropriate to the situation. All children show an interest in books and enjoy their content either with an adult or on their own. Most hold books correctly and use them as readers. The whole group follows stories which are read to them and respond very enthusiastically during discussions. When they are involved in activities such as taking orders from customers in the café, children use a variety of media for mark making displaying an increasing understanding of some of the functions of writing.

By taking an active role in their learning, most children succeed to practise, apply and refining their skills in a wide variety of contexts across the curriculum. By the time they finish at the setting, most experiment, investigate, take risks, and think creatively and imaginatively, making good progress towards being confident and independent learners.

Most children make good progress in their Welsh language skills. They respond to instructions without delay, join enthusiastically in Welsh songs and rhymes and are starting to use appropriate language in play situations and when responding to practitioners.

Wellbeing: Good

All children have a secure understanding of how they can become healthy through what they eat and the physical activity they undertake. When speaking to a visitor, children say they feel safe at the setting and are free from any physical or verbal harassment. Children's attitudes to learning are very positive; they all behave well, are considerate and polite and relate well to one another and adults. All gets to grips promptly with tasks that have been set for them or tasks of their own choice, very enthusiastically with most persevering and concentrating for extended periods.

Through daily activities, such as 'Helpwr Heddiw,' most children undertake responsibilities in a responsible way. During free play, children make their own decisions about their learning and are able to co-operate and work together without any fuss.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Good

Learning experiences cater well for needs and interest for the whole range of children and encourage them to learn effectively and make good progress across almost every area of learning. Learning is based on appropriate curricular plans which strongly reflect Foundation Phase principles and build systematically on children's current knowledge, understanding and skills. Practitioners use the indoor and outdoor environment effectively to inspire children's interest and encourage them to experiment with new experiences. Children are given frequent opportunities to make choices about their own learning and to develop as independent learners. Children occasionally visit the local community and learn a great deal from visitors to the setting.

Through a wide range of activities, such as role play and listening to stories, children are given valuable opportunities to develop their literacy skills across all areas of the curriculum. With the exception of information communications technology, provision for developing skills is cohesive and firmly embedded in every child's learning experiences. Children are given an active role in the setting's recycling and energy conservation activities.

Good quality opportunities are provided for children to develop their personal and cultural identity. The setting successfully promotes children's awareness of Welsh culture, festivals and traditions and gives them appropriate opportunities to learn about their role as global citizens.

Teaching: Good

Practitioners have up-to-date knowledge about child development and have a good understanding of Foundation Phase requirements. They expect much from children of all abilities and provide a variety of interesting opportunities for every one to be active in his or her learning. Through appropriate planning, practitioners successfully create a good balance between activities chosen by the child and those instigated or led by adults. The variety of teaching strategies used, as well as the strong emphasis placed on learning through play, ensures that every individual is engaged with the task in hand. During sessions, there is a clear focus to practitioners' support and intervention. Most members of staff are good language models themselves and use questioning effectively to challenge children's ideas and move learning on.

Prctitioners assess children regularly and record observations and assessments carefully to measure children's progress. Recently, the setting has started to use assessment outcomes to plan future activities but this practice has not been fully developed. There are effective arrangements to include parents in their children's assessments and to ensure that they have good knowledge about their children's progress and what they themselves can do to help them to improve.

Care, support and guidance: Good

Provision for promoting children’s health and wellbeing, including their spiritual, moral, social and cultural development, is good. The experience children have, on a daily basis, of working in the outdoor area has a beneficial effect on their personal and physical development and raises their awareness of the world around them. Similarly, the practice of reciting a prayer of thanksgiving before eating their snack contributes well to their spiritual development. During their daily interactions with children, practitioners place strong emphasis on the need for everyone to be kind to each other, to be honest and fair and to behave in a responsible manner. This greatly helps children to differentiate between right and wrong. Regular opportunities for children to undertake responsibilities and to make choices about their own learning make a significant contribution to their personal and social development. Effective induction arrangements help children to settle down quickly and without problems at the setting.

The setting has an appropriate policy and procedures for safeguarding.

Practitioners know the children well and provide them with clear guidance during sessions. By providing individual support of good quality, the setting ensures that children with additional learning needs are able to take full advantage of every area of learning. Children’s progress is regularly reviewed and the setting consults frequently with the local authority’s specialist agencies. Practitioners consult the parents on a regular basis and ensure that children with additional learning needs have full access to the whole curriculum.

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 strong emphasis on developing tolerant attitudes and on ensuring that children and members of staff are free from any harrassment. The setting has enough practitioners who have the knowledge and expertise to teach every aspect of the Foundation Phase curriculum. An extremely interesting learning environment is created and regular opportunities are provided for every child to develop positive values and attitudes.

There is a plentiful supply of good quality resources in almost every area of learning and these are carefully matched to every individual’s development and learning needs. However, the narrow range of resources for information communications technology restricts the opportunities children have to fully develop their skills. Practitioners make effective use of the outdoor area, as well as the school’s premises, to enrich children’s learning experiences. Resources in the local community are used occasionally to support learning in the classroom. The building and the accommodation are of good quality and are used to their full potential.

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

Leadership: Good

The leader succeeds in providing a clear sense of purpose for the setting’s work and creates an ethos where children and staff feel that they are appreciated. She

manages practitioners and children considerately and has established appropriate aims and policies which are focussed on children's needs. She is supported by conscientious practitioners who make a significant contribution to the setting's development. All practitioners work together closely as a team, they share agreed values about learning, behaviour and relationships and ensure that the Foundation Phase is successfully implemented. The willingness of practitioners to undertake national priorities and new initiatives is one of the setting's main strengths. Appropriate arrangements have been established for reviewing staff performance which lead to agreed objectives for future improvement.

Relationships with children and parents are positive and contribute significantly towards creating a sense of community.

The officers of the management committee perform their duties conscientiously providing valuable help and support for the leader. However, there are no formal arrangements for meeting the full committee to share information and to make strategic decisions for the future.

Improving quality: Good

Practitioners know the setting well and, with the leader's encouragement, they self evaluate and are continually looking into ways of improving. Secure arrangements have been established for maintain good practice and implementing change in areas in need of improvement. Self evaluation carefully considers parents' views and benefits substantially from the professional advice of the local authority support teacher. Practitioners are able to demonstrate how, through self evaluation, they have improved provision and raised children's standards of achievement and welfare substantially.

Although a recent development, the self evaluation report is of good quality. The setting has made very effective use of the information to draw up an action plan and to implement strategies for improvement.

Practitioners are strongly supported through a programme of continuous professional development provided mainly by the local authority and Mudiad Ysgolion Meithrin. This has enabled them to acquire new knowledge and skills and to implement the Foundation Phase successfully. Training sessions also provide staff with valuable opportunities to share their practice with practitioners from other settings.

The setting is developing well as a strong learning community. Practitioners are very open to new ideas and they are willing to try different ways of working and to share knowledge and ideas with each other.

Partnership working: Good

A wide range of partnership activities make a strong contribution to children's good achievements and welfare. There are very productive links with the primary school and the setting takes full advantage of its use of the school's computer suite, the hall and the playground. There are thorough arrangements for transferring children to the school's nursery class and also for sharing information with their new teacher. Parents are kept regularly informed about every aspect of the setting's work and are included in all the activities arranged.

The close collaboration with the local authority support teacher contributes positively towards improving the quality of the provision and standards. Practitioners work together effectively, share information about children and know whom to contact and when if a child needs additional support. The close co-operation with the community makes a good contribution to enriching children's knowledge and learning experiences.

Resource management: Good

There are effective strategies for managing staff and resources. In most areas, there are enough good quality resources to support children's learning and the setting is appropriately staffed. The leader has an appropriate understanding of the setting's budget and prioritises spending in line with its development needs. Spending decisions are evaluated carefully by the leader and the staff 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

Stakeholders' satisfaction report

Responses to parent questionnaires

There is no commentary on parental questionnaires as only a small number of responses were received.

Responses to discussions with children

Children state that they are happy at the setting and that they are confident to turn to any adult to seek advice or guidance.

Appendix 2

The reporting inspector

Mr Wil Williams	Reporting Inspector
-----------------	---------------------

Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.uk)

If available, the data report can be found on our website alongside this report.

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.