



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 Pum Heol
Five Roads Community Hall
Five Roads
Llanelli
SA14 9GD**

Date of inspection: March 2013

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:

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 Pum Heol is situated in the community hall in the village of Five Roads near Llanelli. It was opened in May 1996. The setting is registered under the Children Act 1989 and is maintained in line with the recognised guidelines of Mudiad Meithrin. The setting is managed by a management committee.

The building is used by a number of different organisations. This means that staff need to set out equipment at the beginning of every session and put it away at the end. The hall is situated on open land which has free access to the public at all times.

The group provides care for children from the local community and surrounding areas on five mornings a week and sessions are held between 9.00 and 12.00 during term times. The group admits children from two years old upwards and they leave when they begin their education at Ysgol Gynradd Pum Heol or in other schools in the county. Ethnic pupils are welcome at the setting. The area is one that is neither privileged nor underprivileged.

Welsh is the language of the group. Thirteen children were registered at the time of the inspection and three of them were funded. Four children come from homes where Welsh is the first language and nine from English-speaking homes. At the time of the inspection, there were no children who were identified as having additional learning needs. Two practitioners are employed and they work with the children. The last inspection by the Care and Social Services Inspectorate for Wales was on 26 May, 2012. The setting was inspected by Estyn in February 2007.

Summary

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

Current performance

Current performance is good because:

- children's achievements and progress are good from their starting point;
- children feel happy and safe;
- learning experiences maintain children's interest;
- the standard of teaching is consistently good;
- of assessment by observation and the effective use that is made of this to plan the next steps; and
- team work is effective.

Prospects for improvement

The provider's prospects for improvement are good because:

- there is a culture of professional reflection that is based on self-evaluation;
- of the good standard of leadership; and
- the setting demonstrates commitment to continuous professional development.

Recommendations

R1 Update staff training on Child Protection

R2 Extend the use of the outdoor area in order to stimulate children's learning

R3 Refine the self-evaluation document in order to focus more clearly on the main areas to be improved

What happens next?

The group will produce an action plan to indicate how these recommendations will be achieved.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

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 at the time of the inspection to report on them without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The standard of planning is good. Before planning, practitioners evaluate the week's provision and results. They discuss all children's attainments, progress and needs and consider assessments through observations that are carried out. They include children in planning by asking them about their interests and what they like doing; this is a good feature. They use all of this information well to feed into the next cycle of provision; as a result, planning responds well to children's interests and needs. A wide range of interesting and active learning experiences are planned that enable children to make good progress towards meeting the outcomes of the Foundation Phase. Planning is flexible and practitioners were seen to be adapting it to meet children's interests. Adults build on children's knowledge, understanding, skills and interests well and in a way that is meaningful to them.

Practitioners give good opportunities to children to develop into enthusiastic, confident and independent learners and to develop good creative, physical, linguistic and mathematical skills. They promote the development of good creative skills by providing opportunities to paint original pictures of their observations. Children receive good opportunities to explore their natural environment by examining snow, observing birds and growing flowers. They learn about sustainable development by separating waste food and recycling cardboard and by switching off lights.

By being involved in their interesting experiences and co-operating within the setting's close learning community, children have good opportunities to develop a strong relationship with others. They show respect and tolerance towards all, including people from other cultural backgrounds.

Children have a natural model of the Welsh language and they are encouraged by practitioners to extend their language by reciting rhymes, songs and hearing and responding to stories that include interesting language and wide vocabulary.

They celebrate Welsh culture in a range of ways, including holding a St David's Day concert and through visiting places in Wales that are linked with the theme, for example, Penclacwydd Nature Site.

Teaching: Good

Practitioners have good knowledge of children's development and current developments in the area and this gives a good foundation and direction to the provision. They understand the requirements of the Foundation Phase and they have high expectations of all children according to their stage of development. Behaviour is managed in a very sensitive and positive way and, as a result, children learn lifelong attitudes, including showing respect, sensitivity and kindness towards others.

Practitioners use a wide range of interesting learning strategies to stimulate children effectively. They make good use of open-ended questions to extend children's learning and their thinking skills, and the flexibility of teaching meets pupils' individual needs well. Children have good opportunities to make decisions and choices about their learning and this promotes their independence and self-confidence well.

Practitioners give children enough time to lose themselves in their learning experiences, for example, when going out to walk in the snow, and they do not intervene unless there is an opportunity to extend learning. Although staff take children outside as much as possible to stimulate them, the area is not completely safe and this reduces opportunities to extend children's experiences. As a result, the use of the outdoor area to add to teaching children is underdeveloped.

Practitioners know and understand the children very well. They assess through observing the children in their learning experiences by identifying significant things and discussing their findings with each other. Practitioners feed the information that is collected into the next planning cycle; the effect of this information is seen in good provision. They keep continuous records of children's attainments, which include useful and thorough information that gives a clear picture of all children's attainment. Children's progress is measured regularly in all learning areas and practitioners use this information well to meet children's needs and interests. Parents receive a useful report about their children when they leave to go to school.

Care, support and guidance: Good

Practitioners have created a homely atmosphere in the setting and children feel very comfortable and happy. All children are appreciated and practitioners show respect for their ideas and interests.

They develop children's awareness of the importance of eating healthily and of keeping fit. Children's curiosity about their own lives and beliefs and those of other children are developed well through celebrating the Chinese New Year, discussing Persona dolls and through stories. Children pray before having a snack and before going home. They develop a sense of awe and wonder about the world around them through the opportunities that they have to explore in the snow and observe birds outside and feed them.

Adults foster those morals that they believe are necessary for all children's development. Children learn about the importance of fairness, honesty and truth by following the staff's personal example and through their positive guidance. Provision

enables children to socialise well, take responsibility, show initiative and develop a good understanding of living and sharing in their small community. Children have regular opportunities to make decisions and they enjoy every activity that is offered to them.

The effective arrangements that exist to support children's health and wellbeing contribute well to their general development and wellbeing and support their learning. Learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development.

The setting has an appropriate policy for safeguarding children and staff are aware of it and know well the steps to be taken. Although staff have received child protection training in their previous posts, they have not yet received training in their current posts. However, necessary procedures for safeguarding are in place and meet safeguarding regulations and ensure children's safety at all times. No children with additional learning needs were registered at the time of the inspection but appropriate arrangements are in place to identify the needs of such children, and practitioners know well how to respond to them if the need arises.

Learning environment: Good

A warm and inclusive ethos exists in the setting. Adults show great affection and kindness towards everyone and all children appreciate it. Practitioners know the children and their needs and interests well and they respond to these by using their good knowledge of children's backgrounds. All children have equal access to all aspects of the curriculum and practitioners place a clear emphasis on recognising, respecting and celebrating diversity. As a result of the affection and respect for the child and the moral standards that are shown by staff, children develop tolerance, positive attitudes towards their learning and very good behaviour. Children show interest in their peers, adults and visitors, and show kindness towards them.

There is a good supply of good quality resources that are used effectively to support learning and teaching. The group is held in a large room, namely the main room in the community hall. The room is used by other organisations. This means that it is necessary for staff to set up equipment at the beginning of each session and put it away at the end. The hall is situated on open land that has free access to the public at all times. As a result, the outdoor area is not completely safe.

The setting has positive policies and procedures that are known to all for dealing with problems of aggressive behaviour, promoting equal opportunities and human rights. These are monitored and implemented effectively. The group is registered with the CSSIW and there were no recommendations in the last report.

The adult to child ratio is good and staff have suitable qualifications and the leader has valuable experience. Staff address the requirements of the Foundation Phase successfully and children have interesting experiences that respond well to their interests and their stage of development.

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

Leadership: Good

The leader gives clear and firm direction to all of the setting's life and the improvement process, and she creates a positive and happy ethos. She co-operates well with the practitioners and they share clear principles and objectives that are based on knowledge of children's development. These are seen to be implemented through the active learning experiences that are provided for children. They are also seen in the opportunities that they are given to make decisions and choices concerning their learning, gaining self-confidence and independence and making good progress.

Both undertake their responsibilities effectively by showing firm commitment to their role for the benefit of children. They co-operate when planning strategically for the setting's future. The leader shares values, aims and objectives that she wishes to promote through personal example and regular discussion. She has high expectations of herself, of staff and of children, in addition to targets that ensure good standards of achievement. Progress towards achieving them is monitored regularly.

The management committee is aware of everything that happens in the setting and they understand and undertake their roles effectively. They know the setting's performance well and use robust information to make effective decisions. They discharge their legal duties fully. Leaders fulfil national and local priorities according to the requirements of the Assembly and the authority, for example, the Foundation Phase.

Improving quality: Good

The setting makes good use of its self-evaluation to identify strengths and areas to be improved. The self-evaluation report leads to strategies for improvement which ensure positive advantages for all children. The leader consults with staff, parents and carers to feed into self-evaluation. It uses information that it receives from parents to glean opinions and identify areas to be developed.

She also makes effective use of the support of the local authority's Foundation Phase advisory teacher and staff implement her recommendations effectively.

As a result of the self-evaluation process, a setting improvement plan was produced which shows a good awareness of the setting's performance and which, on the whole, focuses on raising standards through setting targets to improve provision. However, it includes a few targets that are not wholly relevant to this.

Practitioners have an annual interview with the Chair of the Management Committee or the leader to manage performance and identify professional development needs. They attend in-service training courses provided by the local authority and Mudiad Meithrin regularly in order to develop new teaching methods. A positive effect of this can be seen on teaching and children's wellbeing as they implement what they have learnt. The leader has visited another setting in order to see good practice and staff attend training meetings with other practitioners that are organised by the local authority in order to discuss current developments.

Partnership working: Good

The setting co-operates well with others to present learning experiences. The leader works very closely and effectively with the local authority's Foundation Phase advisory teacher. Positive results of this partnership can be seen in the improvements in provision and standards.

The setting works closely with stakeholders, especially parents, and it is very willing to consult with them and receive suggestions from them. There is also a very good partnership with the school, which promotes children's transition when they leave.

Resource management: Good

Practitioners are deployed well in order to make the most effective use of their expertise and ensure good provision. Staff use indoor resources effectively in order to provide interesting experiences for children. They measure the effect of resources on learning and teaching and plan for resource needs in the future. They use the outdoors as much as possible to develop children's skills in every learning area but this has been underdeveloped for safety reasons.

Leaders make the best use of the setting's resources and of funding to offer the best provision. The setting prioritises its expenditure in order to respond to its targets for improvement. Financial decisions are evaluated by the management committee in order to ensure positive outcomes in raising standards. The setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

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

Responses to discussions with children

All children are comfortable when talking to a visitor and they say that they are very happy in the group. They talk about their friends and say that they know what to do if they are unhappy or worried about something.

Appendix 2

The reporting inspector

Branwen 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	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 partnerships 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	This is a professional membership association working
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Association (NCMA)	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.