



*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 Trawsfynydd  
Neuadd y YMCA  
Trawsfynydd  
Gwynedd  
LL57 4TL**

**Date of inspection: March 2014**

**by**

**Wil Williams  
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
<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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Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW..or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

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## Context

Cylch Meithrin Trawsfynydd is a registered nursery setting that provides pre-school education for the children of Trawsfynydd village and its surrounding area. It meets in a small hall in the village, which is also used by other organisations during the week.

The setting admits children of all abilities and backgrounds to sessions. During the inspection, there were a few children with additional learning needs attending the sessions. Currently, there are no children from ethnic minority groups registered at the setting. Nearly all children speak Welsh as the main language at home.

The setting provides two and a half hour sessions during four days of the week for children aged two and a half to four years. The local authority funds four of the children.

Children are taught by a leader and a practitioner who are appropriately qualified to teach the early years.

The setting was last inspected by the Care and Social Service Inspectorate Wales in December 2013 and by Estyn in October 2009.

## Summary

<b>The Setting's current performance</b>	<b>Good</b>
<b>The Setting's prospects for improvement</b>	<b>Good</b>

### Current performance

Performance is good because:

- Foundation Phase principles are clearly reflected in the quality of the curriculum;
- wide range of learning experiences encourages children to take risks and to experiment with new experiences.
- provision for developing literacy and numeracy skills is comprehensive;
- practitioners' purposeful intervention moves learning on;
- thorough assessment procedures enable practitioners to plan the next steps in children's learning;
- frequent opportunities for children to make personal choices about their learning;
- practitioners know the children well and provide clear guidance during sessions; and
- setting is an inclusive community where there is a strong emphasis on developing tolerant attitudes

### Prospects for improvement

Prospects for improvement are good because:

- the leader's commitment and enthusiasm creates a positive learning environment;
- practitioners share common values and work together very effectively as a team;
- partnership activities make a positive contribution to children's achievements and wellbeing;
- the self-evaluation report and the improvement plan are of good quality;
- self-evaluation has led to improvements in the quality of planning and assessment; and
- the setting provides good value for money.

### Recommendations

1. Evaluate the impact of the improvement plan on standards and provision.
2. Provide more opportunities for children to extend their information, communications technology skills.

### 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?

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

### Key Question 2: How good is provision?

**Good**

#### Learning experiences: Good

Foundation Phase principles are strongly reflected in the quality of the curriculum provided for children. Practitioners provide a wide range of interesting and stimulating activities, which encourage children to learn effectively and make good progress across all areas of learning. Careful planning ensures that the curriculum builds systematically on current knowledge, understanding and skills as children progress through the Foundation Phase and that there is continuity and progression in their learning.

The wide range of learning experiences encourages children to form close relationships with adults and other children, to take risks and to experiment with new experiences. The daily opportunities they have to make choices enable most children to make good progress towards becoming independent learners.

Through purposeful planning, practitioners ensure that children acquire literacy, numeracy, information and communication technology (ICT) and thinking skills across the areas of learning. During whole group sessions, children are encouraged to listen astutely to the contributions of others, to ask questions and to talk about issues that are important to them. Role-play experiences in Elfed's Cave provide good opportunities for them to experiment with language and to become more confident when communicating with other children. During circle time, children are encouraged to join in rhymes and songs and to share their experiences with others in the group. Children have daily opportunities to follow stories, which practitioners read to them or to read a book independently. There are good opportunities in the learning areas for children to experiment with mark making for a range of purposes, such as to write their own names or to draw up lists.

Practitioners use number rhymes and songs, which children have memorised very skilfully to develop their skills and to make the work fun. Activities such as constructing jigsaws and experimenting in the water or sand troughs make a valuable contribution to developing children's numeracy skills.

Although children have regular access to a computer and electronic toys, they do not have enough opportunities to build upon their current ICT skills.

Welsh and the Welsh dimension is a firm cornerstone for all children's learning experiences and make a strong contribution towards developing their personal and cultural identity.

## **Teaching: Good**

Practitioners' thorough knowledge and understanding of the Foundation Phase leads to teaching and learning of a high standard. They provide interesting learning experiences across all areas of learning and employ a good range of teaching strategies, which ensure children's engagement in their tasks. Through careful planning, there is an appropriate balance between activities chosen by the child and those that are led by practitioners.. Imaginative use of a variety of resources engage children's interest and improve learning. Adult support has a clear focus and contributes positively to the quality of children's learning.

Practitioners regularly join-in children's play, especially during focus tasks, and intervene purposefully to challenge children's ideas and to move learning on. They are very good language models themselves and encourage children to experiment with new words and improve their oral expression. This enables children to make good progress in their knowledge and particularly in their literacy skills.

Practitioners know every child well and have up-to-date information of their strengths and personal needs. There are effective and consistent procedures for assessing and recording children's progress across all six areas of learning. This enables practitioners to act promptly should a child require additional support and to plan the next steps in his/her learning.

The leader regularly informs parents of their children's progress. They receive brief reports at the end of every week and this is followed by a more detailed report at the end of the school year. Through the booklet 'My Story,' parents also receive a photographic record of their child's progress in all six areas of learning. This ensures they have up-to-date information about their child's achievements, wellbeing and development.

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

The setting makes appropriate arrangements to promote healthy eating and drinking. The daily experiences children have of playing in the outside area provides them with good opportunities to practise their personal skills and to increase their levels of fitness.

During their daily involvement with children, practitioners strongly emphasise the need for everyone to be kind to each other, to be honest and fair and to behave in a responsible manner. This helps children to learn the difference between right and wrong. Regular opportunities for children to undertake responsibilities, such as '*Helpwr Heddiw*' (Today's Helper), and to make choices about their own learning, make a good contribution to their personal and social development.

The practice of participating in celebrations such as the Chinese New Year makes a positive contribution towards raising children's awareness of other traditions and cultures in Wales. There are effective arrangements for acting sustainably by recycling and reusing waste.

The setting provides many opportunities for children to observe and wonder the natural world. An interesting example of this is was the opportunity children had of observing the life cycle of a butterfly.

Effective induction arrangements help children to settle down quickly at the setting. The setting's arrangements for safeguarding children satisfy the requirements and are not a cause for concern.

Practitioners know the children well and provide clear guidance for them during sessions. They know how to access professional assistance, such as from educational psychologist or speech therapist, should the need arise.

Practitioners identify children's learning needs in detail when they join the setting and work closely with parents and the local authority in order to meet these needs. The support provided for children during sessions is of a high quality and ensures that every individual has full access to the setting's activities.

### **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 a strong emphasis on developing tolerant attitudes and ensuring that children and staff are free from harrassment. The setting has enough practitioners who have sufficient knowledge and expertise to teach every aspect of the Foundation Phase curriculum. Practitioners succeed in creating a stimulating atmosphere where every child can take full advantage of the learning experience and develop positive values and attitudes.

There is an extensive supply of resources for all areas of learning and these are carefully matched to every individual's development and learning needs. There is enough space in the classroom, which the children and staff use extensively. Although the outdoor area is relatively small, it is used very imaginatively by children and adults. For example, for growing plants and role-play.

The local area and the nearby footpaths are used extensively by the setting for reinforcing children's learning.

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

The leader's commitment and enthusiasm succeeds in creating a very positive learning environment in which children and staff feel they are appreciated. Practitioners share common values about learning, behaviour and relationships and work together very effectively as a team. This ensure that the Foundation Phase and local and national priorities are implemented effectively.

eaching and learning are well managed, and the setting's policies are implemented thoroughly. Members of staff have a clear understanding of their roles and responsibilities which they fulfil conscientiously during sessions.



Procedures for appraising staff are thorough and lead to the identification of every individual's training needs. The setting's relationship with children, parents and the primary school are very positive and contribute substantially to a sense of community.

The management committee has appropriate knowledge of the setting's performance and fulfils its responsibilities conscientiously. Committee's officers consult parents, share information regularly, and contribute effectively towards the setting's administration.

### **Improving quality: Good**

Practitioners are well aware of the setting's strengths and areas to be developed. With the leader's encouragement, they continually self evaluate and look for ways of improving. There are secure arrangements for maintaining good practice and implementing change in areas which need improving. Self evaluation pays careful consideration to the views of parents and the setting benefits substantially from the professional advice of the local authority support teacher. The practice of setting time aside for children to express their opinions on the session ensures that their voice has an integral part in the setting's self-evaluation procedures.

Practitioners are able to demonstrate how self-evaluation has enabled them to make significant improvements to the quality of planning and assessment.

The self-valuation report and the improvement plan are of good quality and give the setting's development a clear sense of direction. The leader ensures that the priorities identified in the plan are implemented systematically and thoroughly during the year. However, there are no clear procedures for evaluating the impact of the improvement plan on standards and provision.

### **Partnership working: Good**

Partnership activities make a positive contribution to children's achievements and welfare. Parents are well-informed about every aspect of the setting's work with the leader taking active steps to include them in all the activities organised. The parents' brochure includes useful information about the settings's policies and procedures and includes advice to parents on how they can help their child at home. The attractive booklets that were recently provided for parents explaining how they could help to develop their children's literacy and numeracy skills, is an outstanding feature.

There is a close partnership between the setting and the local primary school and there are clear arrangements for transferring children from the setting to the school's nursery class at the end of the academic year.

The practice of inviting villagers to visit the nursery and share their experiences and skills with the children strengthens the children's commitment to their local community.

The close relationship between the setting and the local authority support teacher contributes constructively towards improving the quality of provision and raising standards. Practitioners collaborate very effectively, they share information about

children's regular and know whom to consult and how should children require additional support.

### **Resource management: Good**

There are effective arrangements for managing staff performance and this makes a good contribution towards identifying practitioners' professional needs. The regular training sessions provided by the local authority and the *Mudiad Meithrin* provide valuable opportunities for practitioners to update their knowledge and skills. Recent training was very helpful in enabling the setting to adapt its assessment procedures in order to comply with the revised local authority guidance.

The setting is appropriately staffed to teach the curriculum effectively. The leader makes effective use of the staff's time and experience in order to ensure that there is good care and support for every child.

The treasurer of the management committee keeps a very careful record of the setting's financial situation and ensures that expenditure is carefully managed in line with the setting's development needs. Spending decisions are carefully evaluated 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**

### **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 Wil Williams	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.