



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 Tregaron
c/o Ysgol Gynradd Tregaron
Tregaron
Ceredigion
SY25 6JD**

Date of inspection: September 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 Tregaron is a Welsh-medium setting situated on the site of Ysgol Gynradd Tregaron, Tregaron, Ceredigion. Nearly all pupils who attend the setting come from the village and the surrounding area.

The setting has been held in the village for 40 years and has been situated on the school site since 1982. The setting is open every weekday morning from 9am to mid-day, and on Monday, Tuesday and Wednesday afternoons from 1pm to 3.30pm.

According to the setting, many children come from Welsh-speaking homes. Children represent the full range of ability and no children in the current group have been identified as having additional learning needs. A very few children come from ethnic minority backgrounds.

The setting is registered with the Care and Social Services Inspectorate Wales (CSSIW) for a maximum of 17 children and admits children from two years of age. Currently, 11 children attend the setting every weekday morning; nine of these are three years old and are funded by the local authority.

The leader has been in post since 2004. She is supported by two assistants during the week. All staff are suitably qualified.

A management committee oversees the work of the setting. The setting was last inspected by CSSIW in 2013. The setting was inspected by Estyn in 2007.

Summary

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

Current performance

The setting's current performance is good because:

- nearly all children show good progress in all learning areas;
- nearly all children have positive attitudes towards learning;
- learning experiences are planned well;
- there is a wide, balanced and interesting curriculum which supports all children;
- teaching is effective and focuses well on the Foundation Phase outcomes;
- there are good resources available;
- there is a good relationship between adults and children; and
- there is effective co-operation with external agencies, which contributes purposefully towards the setting's success.

Prospects for improvement

The setting's prospects for improvement are good because:

- the setting has a good record of implementing changes which have a positive effect on children's standards and wellbeing;
- self-evaluation systems and strategic planning are effective;
- staff have a positive and proactive attitude towards development and training;
- there is regular and sensible use of external support; and
- the management committee is supportive and plans appropriately for the future.

Recommendations

R1 Challenge individual children according to their ability

R2 Set clear learning objectives for children at the beginning of all focus activities

What happens next?

The setting will draw up an action plan which shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

All children make good progress from their starting points by the end of their time at the setting. They make positive improvements in developing their literacy skills. Nearly all children discuss ideas with other children and adults confidently and listen carefully to each other. For example, all children discuss parts of the body effectively. They also offer appropriate suggestions when discussing their responsibilities in groups and while working in pairs.

Nearly all children sit quietly and listen to stories intently. They join in enthusiastically when discussing these stories or while singing songs or nursery rhymes. Many are eager to answer questions about what they are doing. A minority of children choose to look at books independently and these children hold books correctly. Most children develop their early writing skills effectively through mark-making and they have a sound understanding of the purpose of writing.

Nearly all children develop sound numeracy skills. Most can count, identify and name numbers up to 5 confidently and a few can count to 12. Nearly all children use a good range of mathematical language together whilst playing. For example, they describe toys as being 'small', 'medium' and 'big' when enquiring about and exploring the outdoor area or preparing a picnic. Nearly all children group different types of objects correctly by colour, size and shape.

All children understand what to do when they are given instructions in Welsh and all children use Welsh without being prompted. Nearly all children use the computer and electronic equipment effectively and confidently.

Wellbeing: Good

All children are happy and confident learners. Nearly all children have a good understanding of how to keep healthy, in relation to their age. Nearly all children

wash their hands thoroughly before eating snacks and drinking milk and water. They do so without much prompting. Nearly all children have a good understanding that a healthy diet includes fruit and vegetables and that exercise keeps you fit.

Nearly all children have a good attitude towards learning. They participate enthusiastically in all experiences that are offered to them, both indoors and outdoors. Most children listen well to one another and to staff. Nearly all children are well behaved.

Nearly all children participate fully in all activities and concentrate and persevere for substantial periods of time. Most children make appropriate decision for themselves.

Nearly all children relate well to each other, and to adults and visitors. They are polite and considerate of other people's needs and share resources voluntarily. Most children suggest ideas about what and how they will learn. As a result, most children show sound levels of motivation, engagement and concentration.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Planning is effective. The curriculum builds consistently on children's previous and existing knowledge and experiences. Interesting opportunities are available for all children to develop their skills across the curriculum, particularly literacy and numeracy skills. Time is set aside each week for the leader and staff to discuss the curriculum and themed activities. Therefore, the flexible curriculum is managed well and linked effectively to children's interests.

Specific activities and tasks are planned thoroughly and children are free to choose their own tasks and activities. Good activities are provided for children to develop their basic and key skills in literacy, numeracy, knowledge and understanding of the world and physical and creative development. All adults communicate effectively with the children through the medium of Welsh.

Provision for developing children's information technology skills is good. Enthusiastic staff direct the children consistently towards using technological equipment, such as the computer and electronic equipment. All children are given many opportunities to develop their thinking skills through interesting activities such as painting, building cars and experimenting with water and sand.

The setting makes beneficial use of visits and visitors to improve children's learning experiences successfully. For example, visits from the postman, nurse and fitness officer add interest to the curriculum, which develops and extends children's experiences effectively. Visits to places of interest in the village and the nearby area enrich children's understanding of the world around them very well.

The setting places a suitable emphasis on Welsh traditions and celebrations, such as celebrating St David's Day. Good opportunities are also provided for children to develop their understanding of other cultures and traditions. For example, the setting celebrates Diwali and the Chinese New Year. These activities help children to

develop a good understanding of the wider world and develops their awareness of global citizenship effectively.

Good opportunities are available for all children to recycle paper, plastic, cardboard and food. There are ample opportunities for children to learn about how things grow and how to care for the environment in the outdoor area.

Teaching: Good

Staff teach well and they have a sound working knowledge of children's development and also 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 curriculum planning and their expertise is used to its best advantage.

There is a good balance between activities chosen by children and those directed by adults. However, staff do not set clear learning objectives at the beginning of each focus activity to ensure that individual children are challenged appropriately, in line with their ability.

Staff model the Welsh language well to children's levels of development. Staff encourage children well to evaluate their work as they discuss stories or prepare a picnic. Staff provide an interesting environment which ensures that all children participate and enjoy themselves. Staff are very positive when the children arrive and their enthusiasm continues throughout the sessions.

Sound assessment procedures are well established. The system of sharing duties is organised well, and means that staff work together effectively and share information about children regularly. The process of recording children's achievements is carried out effectively. Daily assessments are used effectively to note each child's achievement and development. Parents and carers are informed thoroughly about their children's progress.

Care, support and guidance: Good

The setting has good provision for ensuring children's health, wellbeing and their spiritual, moral, social and cultural development. Staff foster values such as honesty, fairness and respect consistently through everyday activities. They encourage children at all times in order to promote their self-esteem and self-confidence. Children are given good opportunities to reflect, discuss their feelings and take turns. Snack time is a social occasion. Staff provide effective encouragement in order for children to take responsibility for serving the various snacks and drinks. At these times, there are sensible opportunities for children to discuss how they eat healthily and the importance of sustainability.

The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern.

The setting offers a safe environment. Doors are locked and are only opened by a member of staff. As a result, no-one can come in and children cannot leave on their own. The outdoor area is within the boundaries of the setting and the gates are

locked safely. Good care is taken when children are collected in order to ensure that they are in the care of their parents or a known carer.

Sound processes are in place to support children with additional learning needs. Regular reviews of children's progress ensure that individuals who are suspected of needing additional support are identified. Staff discuss these children with the appropriate agencies. The leader is the additional learning needs co-ordinator. She makes rigorous use of the necessary procedures in order to support children with additional needs.

Learning environment: Good

Through daily activities and the attitude adopted by staff, the setting promotes a positive ethos. Staff know the children well and their individuality is recognised. Each child has equal access to an interesting curriculum. The setting uses positive behaviour strategies, which help to eliminate disruption or oppressive behaviour appropriately.

Staff have suitable qualifications and sound experience of working with young children. The adult to child ratio is favourable. Staff expertise is used purposefully to plan and supervise activities. The setting uses its resources sensibly to meet the requirements of the Foundation Phase curriculum and children's needs. Resources are within the children's reach, which promotes the children's sense of responsibility well. Resources are shared effectively between indoor and outdoor activities.

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

Staff understand their roles fully and work well together as a team. They use the guidance of external agencies sensibly, such as Mudiad Meithrin and the local authority. 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. Its management systems meet the requirements. The setting also gives good consideration to national priorities.

Improving quality: Good

Leaders and staff know the setting well. They know what they are doing well and what they need to do to improve.

The setting self-evaluates effectively. It ensures effective links between the

self-evaluation and targets in the development plan. 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 provision for information technology, improving children's health and wellbeing and developing the outdoor area.

The setting evaluates areas for improvement effectively against responsibilities and timescales in its development plan. Staff are keen to accept new ideas and to experiment with different ways of working which are suggested by the local authority's advisory teacher and Mudiad Meithrin. For example, recent training on effective self-evaluation and development planning has strengthened the understanding of all members of staff of the process. This is having 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 good. As a result, children are familiar with the school's procedures before they begin full-time education. Sound and effective partnerships exist with a range of community organisations. The partnership with Mudiad Meithrin and the local authority is good and helps the setting to progress.

Resource management: Good

Leadership is good. Resources are managed well to support learning and improvement at the setting. The leader and the management committee ensure that the setting has sufficient staff with appropriate qualifications and training. Staff are used effectively to deliver the curriculum and support children's learning. Staff work together effectively to improve children's achievements.

Resources are of good quality and are accessible to children. Staff make good use of the building and the outdoor area to provide a range of effective learning experiences.

In light of the good outcomes achieved by children, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Fewer than 10 responses were received. No data is shown.

Appendix 2

The inspection team / reporting inspector – delete as appropriate

Mr 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)

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	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<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>
Foundation Phase	<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>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
Mudiad Meithrin	<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>
National Childminding Association (NCMA)	<p>This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.</p>

National Day Nurseries Association (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.