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Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Cylch Meithrin Y Delyn
Orchard Lane Community Centre
Orchard Lane
Newport
NP19 7DW**

Date of inspection: October 2014

by

**Mr Eifion R Morgan
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
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 Y Delyn was established in 2012 and has been based in the current location since the summer of 2013. It meets in a hall in the Orchard Lane Community Centre in the St. Julian's area of Newport, Gwent.

The setting is managed by a voluntary committee and is registered as a charity. It is an educational provider supported by Newport Early Years Partnership.

The setting is open for one morning and five afternoon sessions a week during school term time and provides for children between two and four years of age. At the time of the inspection 15 children were registered, of whom 5 are three year olds. Two children are funded by the authority to receive part time education.

There are no children on the special educational needs register.

All children come from homes where English is the predominant language. Very few children come from homes where one parent speaks Welsh. At the time of the inspection no children from ethnic minority backgrounds were attending the setting.

There have been significant changes in staff over the last 12 months with the current joint leaders having been in post since the beginning of term (September 2014). There is also an assistant employed. All staff are appropriately qualified. However, they are all Welsh learners and at present the setting is designated a bilingual setting. It had previously been recognised by the Mudiad a "Rhagorol" setting.

The setting was inspected by the Care & Social Services Inspector Wales (CSSIW) in January 2014. It has not previously been inspected by Estyn.

Summary

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

Current performance

Cylch Meithrin Y Delyn's current performance is good because:

- staff are very supportive and caring towards children and provide them with a happy, homely environment;
- staff encourage children to take an active part in their learning and to be successful;
- all children show enjoyment and good attitudes towards learning;
- all children behave well and show well developed listening and speaking skills;
- relationships are very good and children are polite and courteous to each other and to adults;
- practitioners provide a range of rich and exciting experiences that motivate and encourage children to be active learners.

Prospects for improvement

Cylch Meithrin Y Delyn's prospects for improvement are good because:

- both joint leaders understand well the requirements of the Foundation Phase;
- leaders have a clear view of what they need to do to improve;
- staff work well as a team with a clear focus on children's achievement and wellbeing;
- leaders are receptive to change;
- of the recent track record of implementing change and the improvement made in the setting's provision;
- practitioners respond well to guidance provided by the local authority and the Mudiad.
- partnerships with parents are good.

Recommendations

To improve further the setting needs to:

- R1. use assessment results more effectively to plan activities well matched to children's age and ability.
- R2. ensure that self-evaluation and planning for improvement are focused on improving children's standards of achievement.
- R3. improve children's Welsh language skills.

What happens next?

The setting will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?

Standards: N/A

There is no report on children's progress, standards of their skills development, the Welsh language and wellbeing. This is because there were not enough relevant children present at the time of the inspection to report upon without identifying individual children.

Wellbeing: N/A

There is no report on children's progress, standards of their skills development, the Welsh language and wellbeing. This is because there were not enough relevant children present at the time of the inspection to report upon without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Adequate

Practitioners work well together to plan a wide range of learning activities that interests and engage all children. The curriculum is broad and balanced and provides high quality first hand practical experiences for all children. Activities undertaken outside complement and enhance learning opportunities, such as developing children's numeracy skills and number recognition.

Planning provides valuable and worthwhile experiences for children to develop their literacy and numerical skills. Children are learning to recognise their names when they self-register and they listen attentively to adults and respond appropriately. All children are keen to respond to questions but rarely do they use the Welsh language without being prompted by an adult. However, their understanding of the language is developing well and is better than their spoken Welsh.

Planning includes good opportunities for children to look at books. They handle them appropriately and are beginning to follow the story in books. There are good opportunities for children to make marks including the use of chalk during outside activities. Planning is flexible and includes opportunities to develop children's numerical skills, such as counting images on a computer screen. The number line in the outside play area provides opportunities for children to recognise number in written form. The planning provides effective opportunities for children to develop their IT skills. Children manoeuvre icons on a computer screen skilfully. They also

familiarise themselves with using digital calculators, listening to stories on CD's and use mobile phones in their role play.

Planned activities include opportunities for creative work including use of a variety of materials including paints. Children have opportunities to plant bulbs and to grow vegetables in their "allotment" and to role play in, for example, their "mud kitchen". Whilst the planning ensures children's active participation, it is insufficiently focused on meeting the needs of children of different ages and ability. In some instances the older children are insufficiently challenged.

The setting is active in promoting the Welsh language such as during registration, singing Welsh songs and nursery rhymes and through informal discussion with children. However, practitioners are not generally confident in the use of the language and children rarely use the language in their play.

There is appropriate provision in place to support children's understanding of the Welsh culture and heritage, for example through the celebration of St. David's day, drawing symbols of Wales and names of prominent Welsh people.

Teaching: Good

The quality of relationships between all practitioners and children is very good and is based on mutual affection and respect. This makes an exceptional contribution to children's wellbeing and their progress in learning. Staff have a thorough understanding of the requirements of the Foundation Phase including providing a good balance between activities chosen by children and those directed by adults.

All practitioners have high expectations of the children and these are very largely met in practice. Sessions proceed at a lively pace and tasks interest and motivate the children. Children are well managed and this is reflected in children's consistently high standards of behaviour and attitudes.

Practitioners enjoy working with children and welcome them affectionately to each session. Children are enthusiastic to get involved in the activities set out for them. Staff are very successful in establishing a calm, homely atmosphere where no voices are raised. Children, by their actions indicate clearly that they know where to seek help if necessary.

Practitioners are highly effective role models and children develop appropriate social skills. Discussion and questioning develop children's vocabulary and speaking skills effectively and whilst children's Welsh vocabulary is developing well it is currently underdeveloped. Very good use is made of different learning areas including the out of doors area to motivate the children, to set them problems and to develop their thinking skills.

The teaching gives emphasis to developing children's literacy and numeracy skills and to provide opportunities to use their IT skills. Opportunities are also provided for children to practice their creative skills and to learn about living things.

The Welsh culture and traditions are celebrated through discussion of famous Welsh people, the symbols of Wales and St. David's day activities. This together with celebrations of other cultures, for example Divali and the Chinese new year, is a worthwhile introduction to children's knowledge of other cultures and traditions.

Children learn about recycling and sustainability through composting left over foods and using compost in their garden.

Visits to the locality, such as to the supermarket and fire station, and visitors to the setting, for example a farmer brought in a young lamb for children to see, further broaden children's experiences.

The setting has developed attractive individual records of children's work. There is also a detailed record of each child's achievement well focused on the acquisition of skills. These profiles provide a clear picture of each child's strengths and areas for development. Such information is not used consistently however, to underpin planning so that the activities are well matched to children's needs.

Care, support and guidance: Good

The setting has good provision for ensuring children's health, wellbeing and their spiritual, moral, social and cultural development. Day-to-day activities successfully foster values such as honesty, sharing, fairness and respect for each other. Staff are vigilant in ensuring that children know the difference between right and wrong and to act accordingly. Children, at all times and in the differing activities, are encouraged to be self sufficient, to develop their independent and self-confidence. Children are also provided with valuable opportunities to discuss their feelings.

Dinner time is a worthwhile social occasion when staff and children sit together and talk. This occasion is used well to emphasise the importance of healthy eating and drinking and the importance of sustainability. Arrangements to promote healthy eating and drinking are appropriate.

The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern. The setting provides a safe environment. Outside doors are kept locked ensuring that no one can enter unannounced or leave without the staff being made aware of it. The outside areas are within the boundaries of the setting and gates are kept bolted. Children are always supervised by staff when outside. Good care is taken when children are collected in order to ensure that they are in the care of known persons. Policies relating to the safeguarding of children are in place and staff are well aware of procedures to be undertaken and personnel to be contacted if there is need.

There are no children present with additional learning needs. Staff are aware and procedures are in place to support such children if necessary.

Learning environment: Good

The setting is a warm, caring, supportive community where practitioners treat all children equally and fairly. It has a positive ethos where children are valued as individuals, where they are treated with respect and their individual needs recognised. Staff exude a warm, friendly attitude towards the children who themselves show a high degree of satisfaction at being in the setting.

Staff are suitably qualified to deliver the Foundation Phase curriculum successfully. The environment is well adapted to motivate and support children's learning and provides imaginative opportunities for children to immerse themselves in their learning experiences.

There is an ample supply of appropriate resources. The outside provision enhances the experiences available for the children and is part of the planned programme of activities. The accommodation is spacious and good arrangements are in place to ensure that the equipment can be put away in a storage cupboard quickly. The limited display areas are supplemented by mobile screens that act as display boards and function to separate learning activity areas.

There are appropriate procedures in place to enable staff to have opportunities for further professional development. Such courses are evaluated in terms of how the information can be used to improve the provision. This has been highly effective, such as highlighting positive behaviour strategies.

Good attention has been given to developing national and local priorities. The setting reflects the Foundation Phase philosophy with strong focus on developing children's literacy and numeracy skills with the current emphasis on developing the Welsh language.

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

Both leaders understand their roles and work well together as a team. They show a clear and purposeful vision for the future based on providing the best possible provision to promote children's wellbeing and their achievement. All staff have a clear understanding of their responsibilities and daily duties in terms of developing children's skills and plan co-operatively to provide interesting experiences for the children.

In the brief time leaders have been in post, leaders have been active in assessing and improving the provision. They have undertaken a self-evaluation exercise indicating clearly the strengths and areas for development. There are also systems in place to monitor and evaluate the provision. Whilst such initiatives have only recently been put in place much has been achieved. The teaching area has been completely revised and the outside activity area developed. Professional training courses have also had a noticeable effect on the provision, for example positive behaviour strategies used have been highly effective in establishing the very good ethos in the setting. A good aspect of professional training is the evaluation of such courses and how they impact on the setting. This has included directing the planning so that there is greater emphasis on child centred learning. All staff indicated that they are eager to take advantage of opportunities for professional development.

The Management Committee's contribution is highly effective in maintaining and developing the setting. The Management Committee has been actively involved in self-evaluation and developmental planning. Through regular contact and discussion they are well informed and have an overview of the work of the setting. Their high expectations of the setting are very largely realised. They have ensured that the setting meets legislative requirements.

The setting has given appropriate priority to National and local priorities including implementing the Foundation Phase curriculum and is now well focused on promoting the Welsh language. The setting also has benefited from advice and suggestions provided by support staff from the local authority and Mudiad Meithrin.

Improving quality: Adequate

Practitioners work closely together on a daily basis sharing ideas and looking for ways to improve the provision on a day-to-day basis.

Discussions lead to regular changes and improvement in practice that have a very beneficial effect on the setting's provision and consequently on children's standards of achievement and wellbeing.

The teaching area has been completely revised to provide activity areas well focused to develop children's learning. There is, for example, an attractive area for children to look at books, a marking and writing table, listening areas and a numeracy activity area.

The outside area is in the process of being developed but currently provides a worthwhile learning environment and is used well to reinforce, for example, children's numerical skills. A garden area is beneficial in developing children's idea about growing and caring for living things.

The Management Committee are actively involved in self-evaluation and planning for improvement. The setting's self-evaluation document is a comprehensive review of

the setting's current strengths and priorities for improvement. It is based on the Estyn criteria and indicates clearly the evidence base for the statements made.

The setting's improvement plan is firmly based on priorities for improvement. It incorporates relevant details, including time scale, responsible person, costs, success criteria and monitoring and evaluation procedures. However, whilst it gives a valuable and worthwhile guide to what is necessary, targets are not prioritised and success criteria are insufficiently focused on improvement in children's standards of achievement and wellbeing.

Practitioners are keen to improve their professional skills including their competence in the Welsh language. All have accessed training and support and as a result their skills are improving as they gain confidence to use the language.

Partnership working: Good

The setting has worthwhile partnerships which contribute effectively to the quality of provision and outcomes for children.

There is a beneficial partnership with parents. Parents value the care and concern shown by the staff and are pleased with the progress that their children make. Parents receive useful information prior to their child starting at the setting and they have opportunities to visit and to discuss any issues with the staff. The setting encourages parents to be with their child during the settling in period. Parents are encouraged to take an active part in their children's learning, for example, they receive translation handouts to support the learning of Welsh.

There are well established and beneficial links with local Welsh medium primary schools. Children visit the schools and attend Christmas concerts at the schools. By the time children leave the setting they are well prepared for the next stage in their education.

The setting benefits substantially from the active support provided by the local authority and Mudiad Meithrin. This has included well focused advice and suggestions in establishing the good practice evident in the setting. The setting responds very well to such advice. Support from the Welsh language development officer from the Mudiad Meithrin is increasing practitioners Welsh language skills and confidence to use the language. Overall, these partnerships are very successful and have a positive effect on children's progress and learning.

Visits to other settings have provided ideas that have been well used.

Community partnerships, such as with the fire service and a local farmer, provide valuable experiences for the children and develop their understanding of people who work in their community.

Resource management: Good

The Management Committee ensures that the setting is suitably staffed. Staff are appropriately qualified and the setting is well resourced to support children's learning. In the short period of time since taking over, the leaders have overseen changes that provide the children with an improved and imaginative curriculum. Resources are well matched to children's needs and support their learning. Expectations are high and individual members of staff have attended relevant professional courses to improve their competence. This has been effective in improving their teaching and the quality of the learning experiences provided for the children.

The Management Committee oversees the budget and in view of the good quality provision, the children's wellbeing and the care and guidance provided, the setting is judged to provide good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

Appendix 2

The reporting inspector

Mr Eifion R Morgan	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 partnerships 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>

Professional Association for Childcare and Early Years (PACEY)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
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.