



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 y Parc
Ysgol y Parc
Holyhead
Anglesey
LL65 1LA**

Date of inspection: September 2012

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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Publication date: 24/10/12

Context

Cylch Meithrin y Parc was originally established about 40 years ago. The current cylch was registered by the Care and Social Services Inspectorate for Wales in March 2011 and it was inspected by it in June 2011. The cylch is part of the Mudiad Meithrin's provision on behalf of the Anglesey Children's Partnership.

The cylch serves part of the town of Holyhead on Anglesey and is situated in a dedicated room in the Ysgol Gynradd y Parc building. English is the main language of the area and no children who attend the cylch at present come from homes where Welsh is the main language.

During the inspection, eight children were attending the cylch. Only one of them was three years old and the remainder were two years old. Children are admitted after reaching the age of two and a half and provision is available for five two-hour morning sessions a week. The cylch is staffed by a leader and two teaching assistants. It also has the support of a Mudiad Meithrin language worker for one session a week. At the time of the inspection, a trainee was an additional member of staff.

The room that is used by the cylch is of an appropriate size. It has suitable toileting and washing facilities and there is a safe play area outside. The cylch can also take advantage of additional facilities on the school's site, such as an area for growing plants, and the hall.

The area is described as one that is economically disadvantaged. Children's ability varies considerably when they start at the cylch. At the end of their period at the cylch, all children transfer to Ysgol Y Parc. All members of staff have suitable qualifications in early years education. The school was last inspected by Estyn in 2002.

Summary

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

Current performance

The provider's current performance is good because:

- provision for developing skills is good;
- the standard of teaching is good;
- the arrangements for supporting children's health and wellbeing are good;
- the inclusive ethos that exists in the Cylch promotes equal opportunities for all the children.

Prospects for improvement

The provider's prospects for improvement are good because:

- the cylch has high expectations and planning focuses appropriately on children's needs;
- in general, the cylch has a good understanding of its strengths and areas to be developed;
- there is a good relationship between the setting and parents; and
- there is an effective active link between the primary school in which the cylch is situated and with other key partners.

Recommendations

R1 Ensure that planning for children's physical development makes more effective use of the external and internal space that is available.

R2 Ensure that there is a wider range of information and communication technology resources in order to enrich children's experiences.

R3 Develop suitable arrangements for prioritising all the setting's improvement needs in one comprehensive improvement plan.

What happens next?

The setting will develop an action plan in response to the recommendations of this report. Progress against the plan will be monitored by the local authority.

Main findings

Key Question 1: How good are outcomes?

N/A

Standards: N/A

Because the number of three-year-olds is fewer than five, the report does not report on children's standards.

Wellbeing: N/A

Because the number of three-year-olds is fewer than five, the report does not report on children's wellbeing.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The setting plans experiences for the children on the basis of a series of suitable themes during the year. Planning pays appropriate attention to the requirements of the National Curriculum and provides for all learning areas over time. In general, weekly planning ensures interesting activities that capture children's interest. In this planning, the staff ensure an appropriate variety of tasks that are led by children and others that are led by adults. The focus activities enrich children's experiences effectively, as do the opportunities planned for the children to visit places such as the town library and local shops. However, planning for children's physical development does not make the most effective use of the resources that are available to the setting.

Provision for developing skills is good. The variety of activities that are planned for children ensure a good range of opportunities for acquiring literacy and numeracy skills. Practitioners put appropriate emphasis on developing oracy. The setting's activities and arrangements for developing the Welsh language and promoting children's awareness of the traditions and culture of Wales are effective. An appropriate range of interesting activities develop children's knowledge and understanding of the wider world.

Teaching: Good

The practitioners ensure a good balance between activities that are chosen by children and activities that they lead. They intervene appropriately in the children's play activities, questioning and challenging effectively. They also understand the requirements of the Foundation Phase and the importance of giving children opportunities to learn through practical activity. Children's behaviour is managed well, which contributes positively towards children's participation and enjoyment. Practitioners work well as a team and their expectations are high.

Children's progress is measured effectively through regular observation and recording for each child. The records are comprehensive but the use of assessment

outcomes to plan for individual children has not been developed sufficiently as yet. Parents and carers are included appropriately in the initial assessments and the cylch reports suitably to them on their children's progress through the Treasure Books at the end of their time at the cylch.

Care, support and guidance: Good

Appropriate arrangements are in place in the cylch to support children's health and wellbeing. Induction arrangements ensure that children settle in well at the setting. Practitioners promote good behaviour effectively and this fosters values of fairness and respect in the children. Instances of disruption are rare and the children co-operate and share equipment and toys well. There are good arrangements for promoting living healthily and wellbeing. The principle of eating healthily is promoted by ensuring that the daily snack includes fruit and milk. Practitioners pay specific attention to aspects of hygiene such as washing hands and brushing teeth. Children's moral development is promoted by reciting together a short prayer of thanks before the snack. Children are happy and practitioners are caring and always at hand to be of comfort if needed. These arrangements contribute well to effective learning.

The cylch has a good range of policies and procedures for safeguarding children. They meet requirements and are not a cause for concern. All practitioners are aware of the child protection arrangements and have received suitable training.

Suitable links exist with other key agencies and appropriate advantage is taken of them as necessary. The cylch also has appropriate arrangements for identifying and supporting children who have additional learning needs.

Learning environment: Good

Practitioners know the children well and they foster a family ethos that enriches their emotional wellbeing. The inclusive ethos that exists in the cylch promotes equal opportunities for all children.

The cylch has a good supply of suitable resources and, in general, this enables the setting to respond effectively to the requirements of the Foundation Phase curriculum, and children's specific needs. However, the facilities for information and communication technology are rather limited at present. The teaching space that is available within the building is adequate in terms of size and facilities and is used effectively. The cylch has access to an appropriate external teaching space and it has use of further resources on the site for planting and growing plants. The cylch also has the use of the school hall at times.

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

The leader has effective arrangements for ensuring that the other practitioners understand their role and their responsibility in relation to the cylch's daily activity, in addition to more extended aims and plans. High expectations are set and planning

focuses appropriately on children's needs. There are appropriate job descriptions for every member of staff and there is a suitable evaluation system in place that promotes the improvement of practitioners. The cylch leader has established an effective professional relationship with the primary school and with other relevant services, including the education authority's support services and Mudiad Meithrin. The quality of the cylch's provision benefits from this. Good links have been established with parents and carers that contribute specifically to children's welfare.

The management committee includes representation from among the parents and it shoulders its responsibilities appropriately. The leading members of the committee maintain a close link with staff to discuss needs and to allocate resources in line with the cylch's priorities.

Improving quality: Adequate

In general, the cylch has a good understanding of its strengths and areas to be developed. A culture of self-evaluation is embedded well in the work of the setting. Practitioners contribute effectively to the arrangements for monitoring standards and quality of provision. Members of the management committee also make a valuable contribution to the process. Appropriate attention is paid to recommendations arising from visits by the education authority's support teacher and to recommendations arising from the inspection by the Care and Social Services Inspectorate for Wales.

Good progress has been made on meeting a number of the needs that have been identified by the cylch. However, not all of the areas for improvement that have been identified are recorded clearly enough in the self-evaluation report. As a result, improvement needs are not being prioritised effectively in one comprehensive development plan timetabled across an appropriate period.

There is a strong element of co-operation between the practitioners and with the management committee. This has a positive effect on the quality of learning.

Partnership working: Good

A good relationship exists between the setting and parents. It is enriched further through representation from among parents on the management committee. Beneficial information about the work of the cylch is presented through a termly newsletter and further information about the setting's activities and requirements is displayed on a notice board near the entrance.

There is an effective active link with the primary school in which the cylch is situated and nearly all children transfer to it. Beneficial arrangements have been developed to use resources jointly and which improve the general quality of provision. There are appropriate arrangements for transferring relevant information about children's progress to the school at the end of their time at the cylch. In addition, a range of suitable activities is arranged for the children's transition to the school's nursery class. These arrangements promote children's wellbeing.

An effective active link exists with Mudiad Meithrin, and the presence of a support worker from the Mudiad for one session a week enriches the provision. A

relationship has been established recently with a local further education college and the cylch contributes to the practical aspects of training students and takes advantage of their contribution to learning.

Resource management: Good

Managers, practitioners and members of the committee ensure provision of the best standard within their budget and control. The setting is staffed appropriately and effective use is made of staff time, experience and expertise. Evaluation arrangements identify staff development needs appropriately and they have taken advantage of development opportunities within the local authority's arrangements.

Financial resources are used effectively and expenditure is linked well with improvement plans. This is of assistance in ensuring that expenditure decisions have a direct effect on standards of children's progress and wellbeing.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Because the number of responses received was fewer than five, the report does not report on the content of those responses.

Appendix 2

The reporting inspector

Iwan Roberts	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 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.