



*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

## **Report on**

**Meithrinfa Ddydd Cam Cynta  
Y Cam Cynta  
Peniel  
Carmarthen  
SA32 7AB**

**Date of inspection: June 2014**

**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 school'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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## Context

Meithrin Ddydd Cam Cynta is a private nursery. It is a part of the provision of Mudiad Meithrin and Carmarthen Children and Young People's Partnership. The Nursery is situated in the village of Peniel near Carmarthen. The setting was opened in January 2006 and is registered with the Care and Social Services Inspectorate Wales to care for a maximum of 29 children. Children come from village of Peniel itself as well as the wider area. Welsh is the main language of a minority of children and the remainder come from non Welsh-speaking households.

The setting provides five morning sessions and five afternoon sessions per week for newborn babies up to six-year-old children. The setting is open from eight o'clock in the morning until six o'clock at night, although the number of sessions attended by individuals varies according to parents' choice. Three children who are three years old attend the setting and, during the inspection, one of these was funded by the Partnership.

The setting is staffed by a leader and a learning assistant. They all have appropriate qualifications, which are linked to early years education. A total of 13 practitioners are employed to work in the other units within the nursery. Nearly all children transfer to local primary schools where they continue to receive their education through the medium of Welsh.

The setting was inspected by the Care and Social Services Inspectorate Wales in September 2013 and by Estyn in April 2008.

## Summary

|  |             |
|--|-------------|
| <b>The setting's current performance</b>       | <b>Good</b> |
| <b>The setting's prospects for improvement</b> | <b>Good</b> |

### Current performance

The setting's current performance is good because:

- practitioners have a thorough awareness of the needs of every child;
- practitioners plan a wide range of exciting and comprehensive learning experiences;
- nearly all children benefit from the good opportunities that are provided in order to develop independence;
- clear attention and emphasis are placed on creating a safe environment that encourages children to acknowledge, respect and celebrate diversity; and
- practitioners model the Welsh language very well and this develops the children's oral skills effectively.

### Prospects for improvement

The setting's prospects for improvement are good because:

- the leader has a robust vision and high expectations that lead to raising standards;
- a team of committed practitioners fulfil their duties effectively from day to day;
- the leader has a thorough knowledge of the setting's performance, which leads to setting clear priorities for improvement, and
- there is a strong focus on developing children's literacy and numeracy skills.

## **Recommendations**

- R1 Ensure regular opportunities for children to develop their problem-solving skills, especially the more able children
- R2 Develop procedures for moderating and standardising children's work
- R3 Develop self-evaluation procedures further

### **What happens next?**

The setting will produce an action plan that shows how it will address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

N/A

#### Standards: N/A

There is no report on children's progress, standards in 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 in 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: Good

The setting plans a wide range of exciting and comprehensive learning experiences for children. Daily activities ensure that children have stimulating experiences in the six areas for learning that enable them to make good progress. Practitioners' detailed plans build systematically on children's previous knowledge and understanding.

Children have valuable opportunities to develop their literacy, numeracy and information and communication technology skills (ICT). The setting provides good opportunities in order to develop nearly all children's independence, in addition to activities that are led by adults. This leads to good standards. Many beneficial opportunities are given to children to make decisions about their own learning. They are encouraged to make choices and this develops their thinking skills successfully in a good range of activities such as cooking, role-playing and gardening. The setting develops appropriate opportunities for children to solve problems but these activities do not challenge more able pupils regularly enough.

Excellent use is made of the Welsh language by practitioners. They use a polished language model and this develops children's speaking and listening skills very well. The Welsh dimension has a prominent place in the setting's curriculum and activities. The setting provides regular opportunities to enable children to take part in Urdd activities and celebrate Saint Dwynwen's Day and Saint David's Day. Respecting multiculturalism, promoting anti-racist attitudes and developing fairness and equal opportunities are also strong elements of the setting's culture. These activities help children to develop a good understanding of the wider world and to develop their awareness of global citizenship within a Welsh context.

The setting makes beneficial use of visits to improve children's learning experiences successfully. They have an opportunity to go to the local park, in addition to visiting a nearby farm in order to observe the natural world through feeling, smelling and comparing the characteristics of flowers and insects. However, the setting does not make enough use of visitors to enrich children's learning experiences.

Good opportunities are available for all children to recycle paper, plastic and food. Extensive use is made of the setting's gardens to provide regular opportunities for children to learn about how things grow and how to protect the environment in the outdoor area.

### **Teaching: Good**

The range and quality of teaching are effective. Practitioners have robust and up-to-date subject knowledge. They understand the requirements of the Foundation Phase well and plan activities carefully, in order to ensure that all children have experiences that challenge them to improve.

Practitioners ensure a very supportive learning atmosphere within the different areas of learning. The objectives of activities are clear and appropriate to the age and ability of nearly all children. This develops children's confidence to respond positively to tasks that are set for them. Practitioners have a thorough awareness of the needs of every child. Through skilful use of challenging questioning and subtle encouragement, practitioners encourage children to work independently and to make decisions about their learning successfully. Practitioners model the Welsh language very well and this develops children's oral skills effectively.

All staff use effective elements of assessment for learning during activities. They often offer constructive oral feedback and explain clearly what children need to do to improve their work. The setting's procedures for assessing and tracking children's progress are appropriate. Recently, the setting has amended its assessment procedures in order to assess all children on entry. Staff standardise children's individual work informally and consistency in levelling children's work is developing across the setting. However, arrangements for moderating are not thorough enough and they do not include co-operating with practitioners from other settings.

Parents receive a detailed report of their children's progress and achievements in all areas of learning when they leave. Staff are available to speak to parents or carers to discuss their children's progress before and after sessions.

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

The setting is a happy community that has effective arrangements in place for promoting children's health and wellbeing. Practitioners make sure that the environment is warm and welcoming and that the needs of all individuals are met.

The setting plans in detail in order to ensure regular opportunities for physical exercise opportunities. Provision for children's moral, social, spiritual and cultural development is planned purposefully. Consistent emphasis is placed upon values such as honesty, fairness and respect. This helps children to differentiate between

good and bad behaviour, and supports their awareness of being caring citizens very successfully.

Staff at the setting develop children's independence and social skills effectively during snack time and lunch time. Practitioners encourage children to lay the table and to take responsibility for clearing and tidying up.

The setting has robust processes in order to meet children's additional learning needs. By co-operating closely with specialist external agencies, practitioners respond quickly to individuals' specific needs. For example, a few practitioners are qualified in using sign language in order to ensure equal access to the curriculum for children who have hearing difficulties. The setting is beginning to use a purposeful strategy for identifying and meeting the needs of more able and talented children.

The leader has developed a close relationship between the setting and primary schools in the area that ensures smooth transition when children attend a reception class. The setting's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

### **Learning environment: Good**

The setting places clear attention and emphasis on creating a safe environment that encourages children to acknowledge, respect and celebrate diversity. This is seen in the setting's close, inclusive ethos, ensuring that all children are treated equally. As a result, all children have full access to the curriculum and they have a close relationship with their peers and practitioners.

All practitioners have appropriate qualifications to meet the requirements of the Foundation Phase. They make effective use of an extensive supply of stimulating resources that meet the needs of almost all children. Consistent and purposeful use is made of the outside area in order to develop children's literacy and numeracy skills. This area is an integral part of the provision and is a strength in the setting. Practitioners also make imaginative use of this area in order to develop children's physical and investigative skills. For example, children plant fruit and vegetables in purposeful allotments and observe them growing.

Practitioners provide a very stimulating environment and create displays that show respect for the children's work. Effective use is made of all rooms in order to create a colourful and attractive learning environment with purposeful areas that stimulate children's natural curiosity towards learning. The building and site are kept clean and tidy.

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| <b>Key Question 3: How good are leadership and management?</b> | <b>Good</b> |
|--|-------------|

### **Leadership: Good**

The leader has a robust vision for developing children at the setting to be confident and fluent communicators in Welsh. She has high expectations of her staff and what needs to be done to ensure high standards of wellbeing and standards of achievement for children. She leads a team of committed staff effectively and sets a



clear focus on a caring and welcoming ethos in which children are happy and keen to learn. The leader ensures that all practitioners undertake their teaching work effectively, for example when developing skills across the curriculum. The deputy leader supports the leader's work effectively, especially when mentoring new staff and monitoring other practitioners' planning. Practitioners share agreed values and expectations successfully. They undertake their duties conscientiously from day-to-day.

The leader, who also owns the nursery, is very knowledgeable about the setting's performance and is aware of the strengths, as well as many of the areas that need to be developed. The leader understands her role and responsibilities clearly and ensures that there are appropriate policies and procedures for maintaining the setting effectively, and this leads to raising standards. However, responsibilities are not defined clearly enough so that leadership is distributed effectively when planning and implementing improvements.

The setting welcomes local and national educational initiatives and responds enthusiastically to opportunities to develop and improve its provision accordingly. Assessment for learning strategies are implemented appropriately and the setting pays close attention to developing numeracy and literacy skills. In addition, the setting ensures that children learn about healthy eating and drinking. These priorities have a very positive effect on provision in addition to children's wellbeing and standards.

Procedures for evaluating practitioners' work annually are effective and lead to purposeful training that meets individuals' development needs as well as those of the setting.

### **Improving quality: Good**

The leader has thorough knowledge of the setting's performance. She has a sound understanding of the self-evaluation process and the quality of strategic planning ensures that all practitioners pay firm attention to improving provision. The leader gives detailed consideration to monitoring activities and all practitioners strive continuously to improve on previous performance. The setting has responded well to the recommendations of the previous inspection.

The self-evaluation process led to producing a comprehensive report that was discussed with a local authority officer and practitioners. This report shows that the leader knows what the setting is doing well and it is a strong basis for prioritising appropriate aspects for improvement. Practitioners meet regularly in order to discuss specific aspects of the setting's performance and their role in monitoring and self-evaluation is developing appropriately. Practitioners make effective use of a range of sources to evaluate the setting's performance, including observing sessions, scrutinising children's work and undertaking evaluations of aspects of areas of learning.

The link between the self-evaluation and targets in the development plan is clear. This has a positive effect on provision, especially in terms of planning and assessment. However, the effect of outcomes on standards is not clear enough. As

a result, actions on improving provision tend to receive more attention than the children's success.

The setting co-operates very closely with Mudiad Meithrin and the local authority to share good practice. Beneficial use is made of suggestions for attending courses and there is a suitable response to targets set by the advisory teacher. As a result, children at the setting benefit from the training that staff receive. For example, the course on developing equal access to the curriculum has led to raising children's standards of literacy.

### **Partnership working: Good**

The setting has a successful range of strategic range of strategic partners who contribute to extending the provision and raising children's standards.

The setting works very closely with parents and carers in order to develop children's literacy and to promote healthy eating and drinking. Parents also contribute effectively to the setting's work through social activities to raise money.

There is a very beneficial relationship between the setting and the local authority's advisory teacher. This partnership offers guidance on developing and supporting practitioners' skills in order to raise children's standards further. In addition, it ensures useful advice, which has a positive effect on the setting's arrangements for leadership.

The partnership with the local primary school is beneficial and, as a result, children are very familiar with school procedures before they begin in the reception class. This partnership has a positive effect on children's standards and wellbeing and, by the time the children leave the setting, they have been prepared well for the next stage in their education.

The setting plays a prominent part in the local community. Children visit various places around the village regularly. This makes a positive contribution to enriching their learning experiences and their awareness of their local area.

The area has appropriate arrangements in order to co-operate with specialist agencies when children need additional support. Oral feedback is given to parents daily about their children's development and appropriate use is made of notice boards in the entrance. This ensures that parents are aware of the setting's activities.

### **Resource management: Good**

The leader manages all resources efficiently by ensuring that the setting has an appropriate level of staff who have suitable qualifications to teach the curriculum effectively. Very good use is made of practitioners' individual skills and resources to meet the needs of almost all children.

Performance management arrangements know the practitioners' needs and there is a close link between their targets and the school's priorities. The setting arranges an appropriate range of suitable training. This ensures that all practitioners have up-to-date information about recent developments in the Foundation Phase as they continue to build on their skills. The effect of training on children's achievement is evaluated in detail. Practitioners have a job description; however, it does not pay close enough attention to individuals' duties and responsibilities.

The leader allocates funds appropriately according to the setting's priorities. She evaluates expenditure carefully in order to consider the effect on children's standards and wellbeing.

Considering the quality of teaching, care and guidance, the setting provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaire

Fewer than 10 responses were received. No data will be shown.

## Appendix 2

### The reporting inspector

Mr Dyfrig Wyn Ellis

Reporting inspector

### 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

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|---|--|
| <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 partnerships 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>   |

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| <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.  |