



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Dechrau Disglair
Ysgol Gymraeg Dyffryn y Glowyr
Bethel Road
Cwmtwrch
Swansea
SA9 2PP**

Date of inspection: April 2016

by

**Nicholas Jones
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

Dechrau Disglair is a Welsh-medium setting, which runs under the guidance of Ysgol Gymraeg Dyffryn y Glowyr, Cwmtwrch, in the Powys local authority. It opens for five days of the week. The setting has two full time and two part time practitioners.

The setting's registration allows it to take up to 25 children in a session. It accepts three-year-old children. The local authority funds all the children.

Nearly all children are of white British origin. Very few children speak Welsh as their first language. Currently, very few children have additional learning needs.

The leader began her post in September 2012. The Care and Social Services Inspectorate Wales (CSSIW) last inspected the setting in January 2015. This is the setting's first inspection by Estyn.

Summary

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

Current performance

The setting's current performance is good because of:

- children's positive progress in all areas of learning
- children's enthusiasm towards learning
- children's responsible behaviour
- well planned learning experiences
- the broad, balanced and interesting curriculum
- effective teaching
- diligent and careful care and support
- very good relationships between adults and children
- the excellent use of accessible resources, indoors and outdoors

Prospects for improvement

The setting's prospects for improvement are good because of:

- the clear direction to the work of the setting by the leader
- effective self-evaluation systems that correspond well to the targets in the purposeful development plan
- positive and active attitudes towards practitioners' development and training
- effective use of support from external agencies
- excellent partnerships with the school and outside agencies
- the work of the active and supportive managers is challenging and rigorous
- sensible use of finances

Recommendations

- R1 Ensure that daily assessments lead directly to the next steps in children's learning
- R2 Refine the planning of focus tasks to challenge children according to their abilities

What happens next?

The setting will draw up an action plan that shows how it is going to address the recommendations.

Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

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

Most children achieve good standards by the end of their time in the setting, given their starting points. They make consistent progress in developing their skills in everyday and complex tasks, particularly their literacy and numeracy skills.

Most express their feelings and emotions well through role-play in the jungle and café, sustaining sensible discussions with adults and each other about books, bugs and insects and through co-operating in boisterous play on bikes in the outdoor area.

Nearly all children speak clearly and make sure that others understand them when responding to adult and peer questioning during tasks. They listen to instructions from others and implement them effectively. This is particularly evident when they control the direction of electronic toys and when they use scissors to build bughouses from cardboard boxes.

Many children show interest in books and enjoy their content when discussing characters and events confidently with adults and other children. They handle the books in the indoor and outdoor reading areas as natural readers. Most follow stories read to them well. They respond sensibly to the content of the story. For example, they discuss the sea and its creatures well, expressing their feelings clearly, on how certain creatures such as sharks make them feel.

A majority of children use sophisticated language in spontaneous and structured play purposefully when cooking in the mud kitchen and smelling herbs. When studying stories in books, they identify a character's personality traits and can explain if a character is 'good' or 'bad' and 'happy' or 'sad'.

Most children experiment with mark making effectively. They enjoy writing experiences using a variety of media such as paint and chalk. They also note on a clipboard the materials needed to complete work in the construction area. A minority of children form letters of the alphabet and numbers independently and in a recognisable form when handling pencils and crayons. The majority of children explain the purpose of writing in the correct context. Many recognise their own and other's names, arrange letters confidently, and share ideas meaningfully about what they are trying to explain or record on paper.

Most children use mathematical language purposefully and in relevant contexts. Most count, recognise and name numbers to ten confidently and a few count to 20 and beyond. A minority of children understand clearly how to begin bonding numbers to ten using their own fingers and through arranging objects. Most children choose relevant equipment and materials to solve practical problems effectively, for example, when counting ducks in water using nets and singing numbers from one to ten in songs when counting bananas. With support, a majority of children understand clearly how to rank numbers in order from first to fifth.

Nearly all children use a good range of mathematical language when playing together, for example, when comparing objects in terms of length, height, weight or capacity. They also use numbers practically and successfully when discussing 'less than' and 'greater than' when comparing two and three-dimensional shapes. Nearly all children group different types of objects by colour, size and shape correctly. They discuss various shapes sensibly when solving shape puzzles and creating numbers out of clay through following number patterns.

Nearly all children listen to music with enjoyment and respond enthusiastically to nursery rhymes. They co-operate confidently when making music outdoors using everyday objects. Most children have developed good thinking skills and this is having a positive effect on their learning and the standards they achieve. For example, they work with others intelligently when cutting spaghetti, weaving and planting seeds.

Most children use technology suitably when using electronic tablets and in everyday activities such as using mobile phones, electronic toys and cameras. Nearly all children understand what to do when directed in Welsh and around a half use Welsh without adult prompting. They sing nursery rhymes and songs in Welsh enthusiastically.

Wellbeing: Good

Nearly all children, in relation to their age, have a good understanding of how they can stay healthy. They wash their hands thoroughly before eating their snacks and drinking. They do this without much encouragement. They have a good understanding that a healthy diet includes fruits and vegetables. They explain intelligently that exercise keeps you fit and physical activities such as riding bikes and chasing bubbles make your heart beat faster.

Nearly all children behave very well. They are polite and respond with respect to adults and each other. Most children show good levels of self-confidence, for example when preparing for snack times and when dressing themselves independently for outdoor play.

Nearly all children show motivation and interest in their learning. They enjoy the activities in the indoor and outdoor areas of learning and share and work sensibly with peers. Nearly all children relate well to adults and visitors when they arrive at the setting and when they leave.

Most children demonstrate positive attitudes to new experiences and learning. They are aware of the needs of others and show them respect when sharing in tasks using water, glue and paint and when washing their hands before snacks. Many children are confident and independent learners. Nearly all children enjoy their time at the setting and they are eager to discuss their favourite activities.

Most children understand that they have rights as individuals and that they have the right to express opinions, for example, when deciding to remain at a focus task indoors or to join in outdoor play and when they plan themes with adults. As a result, nearly all children show high levels of motivation, engagement and focus.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The setting delivers the curriculum effectively and it reflects the ethos of the Foundation Phase well. The learning experiences target children's needs and interests successfully and stimulate them to learn purposefully. The children participate in the planning and express their interests in all themes, which include 'Winter' and 'Bugs'. This contributes well to their motivation.

Practitioners plan learning experiences thoroughly. Practitioners discuss themes and activities in weekly practitioners' meetings and the leader and deputy leader plan the theme's activities. They share these activities with practitioners and children, who contribute their ideas to enrich the activities further. Practitioners therefore, collaborate effectively to provide flexible and innovative activities. However, the planning of focus tasks does not always challenge children enough according to their abilities.

The stimulating learning experiences, which include challenges with jungle sounds under a canopy, and physical tasks using the school's outdoor adventurous equipment, provide continuity and progression in children's learning. The curriculum challenges all children generally in all areas of learning, especially in literacy and numeracy tasks. It builds systematically on children's existing knowledge, understanding and skills. However, it does not always link consistently with the setting's assessment strategies to target the next steps in children's learning.

Practitioners provide positive opportunities for children to develop into independent learners. They focus on developing children's physical, thinking and creative skills intelligently. Literacy and numeracy tasks are evident in all areas of learning, which challenges nearly every child consistently.

The setting plans in detail for the development of children's literacy, numeracy and thinking skills. The provision for these skills is co-ordinated efficiently so that there is coherence in the children's experiences across the curriculum. The setting's provision for Welsh language development is very good. All practitioners model the language extremely well. They encourage children to use Welsh as much as possible in their learning.

The materials and methods of delivery are adapted well to make the curriculum accessible to all children. The planning of mark making and number tasks across all areas of learning are stimulating and engaging. They are progressive and challenging, which encourages children to form letters and numbers in recognisable forms. The provision for developing information and communication technology (ICT) is evident, which enriches the development of the children's ICT skills.

The setting makes beneficial use of visits and visitors to enrich children's learning experiences very positively. For example, the setting visits local farms, superstores, country parks, the local library and village café. Visitors, which include a vet, nurse, policeman, drummer and nature experts teach children extremely well about their community and the everyday activities that exist nearby.

The practitioners provide engaging learning opportunities that encourage children to show respect and tolerance for people from all cultural backgrounds. This includes celebrating the Chinese New Year and Diwali and they learn about Africa using moral stories. These planned experiences develop a better understanding of the world for the children. The setting promotes children's awareness of the traditions and celebrations of the culture of Wales meaningfully, which includes celebrating Saint David's day and Saint Dwynwen's day.

Teaching: Good

Practitioners' teaching affects children's learning very positively. All practitioners have a secure knowledge and understanding of the Foundation Phase and have high expectations for every child's learning. Practitioners play an active role when planning the curriculum and the best use is made of their expertise. They are all very positive as children arrive and they continue with this enthusiasm throughout the session.

Adult intervention is sensitive and skilful, which encourages children to motivate themselves as they learn. The practitioners' questioning is challenging and practitioners understand the importance of providing opportunities for children to learn through play and stimulating experiences. Practitioners plan a good balance between child-selected and practitioner-led activities that meet children's individual needs appropriately. They make good and imaginative use of resources and they have organised the setting purposefully indoors and outdoors to target opportunities to develop children's literacy and numeracy skills. Such organisation in all areas of learning ensures that all children participate and contribute meaningfully to tasks. This is very effective use of the setting's resources to support the teaching.

All practitioners time introductions to tasks effectively to maintain every child's interest in the activity. Practitioners manage children's behaviour very well. All practitioners are very good language models in Welsh, which encourages every child to use Welsh regularly in everyday routines. Practitioners' questioning in Welsh challenges children consistently, which develops their thinking and communication skills well.

Practitioners provide a stimulating, challenging and exciting environment, inside and outside. This encourages children's involvement, participation and enjoyment. For example, mark making opportunities in the outdoor area encourage children to draw and begin to practise early writing independently. Practitioners allow children to move independently between the indoor and outdoor areas of learning without adult direction and this is a strength at the setting. This increases their choices on how to complete tasks and it increases the opportunities for independent learning.

Established assessment procedures exist. Practitioners complete the records of children's achievements thoroughly. However, the assessments do not always lead, in enough detail, to the planning of the next stages in individual children's learning. The setting informs parents and carers well about their children's achievements. The information is available to them at any time through the setting's open door policy.

Care, support and guidance: Good

The setting provides positive opportunities to promote children's spiritual, moral, social and cultural development. For example, practitioners foster values such as honesty, fairness and respect sensibly, through consistent opportunities for children to reflect, discuss feelings, say thank you and pray.

Practitioners allow children to serve each other drinks and distribute fruit and snacks at the dining tables. This encourages children to take turns politely during snack time. The setting has the appropriate arrangements to promote healthy eating and drinking. Purposeful arrangements exist to support children's health and wellbeing, which influence children's learning purposefully. These include the use of the school grounds and facilities for physical activities.

The setting provides good opportunities for the children to recycle food, paper and plastic bottles. They also compost food. This develops their understanding of sustainability effectively.

The setting uses positive behaviour strategies well, which removes any form of disruption or aggressive behaviour. Children are happy and secure in the company of the adults at the setting and every child asks for help and support when needed.

The setting records children's learning needs effectively when they join and during their time at the setting. The setting reviews children's progress regularly. Therefore, the setting targets children well with additional support when needed and through using the expertise in the school's specialist centre. The practitioners discuss these with appropriate agencies. The leader is additional learning needs co-ordinator and she is very familiar with the procedures necessary to support children.

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

Learning environment: Excellent

The setting's ethos reflects a very welcoming, happy and inclusive atmosphere. This is based on implementing policies and practices that respect the rights of all individuals within the setting and as part of the school's community. The setting's practitioners treat everyone equally. The ethos contributes extensively to the children's eagerness to participate in all activities and the positive standards of behaviour within the setting. All practitioners have suitable qualifications and good experience. The adult to child ratio is favourable. The setting uses practitioners' expertise very well in planning, teaching and supervising activities.

The learning environment is of high quality and the organisation of the areas of learning is outstanding. The setting is very imaginative in making full use of the building, for example by organising the areas of learning creatively through the use of canopies and other equipment to meet children's needs extremely well. Extending the teaching and learning areas to the outdoors has been extremely successful in providing a very stimulating learning environment.

There are extensive facilities in the outdoor area and the setting also uses the school's grounds successfully such as the adventurous equipment. The range of resources outside the building, and the purposeful learning areas within the building, contribute significantly to the sound progress that most children make from their starting points. For example, the growing areas for vegetables, flowers and herbs, the mud kitchen, the grassed areas and the outdoor role play areas, all contribute to creating a high quality outdoor learning environment. This stimulates children to achieve well in an extremely interesting and attractive atmosphere.

There is a wide range of high quality resources to respond to children's' learning needs, such as ICT equipment, a wide range of reading books and purposeful learning resources. The setting's building and grounds are safe and are very well-maintained.

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

The leader promotes and sustains improvements. The leader manages teaching and learning well and all the practitioners' expectations are high. The strategic objectives, plans and policies of the leader, the registered person, who is the school's headteacher, and the responsible school governor focus directly on effective provision, which targets children's needs well.

The setting implements and monitors the plans for improvement purposefully against realistic actions and timescales. The leader, representatives from the school's governing body and the registered person ensure that practitioners understand their roles fully and they work together diligently as a team. This ensures high quality provision, which impacts well on children's outcomes. The leader and registered person monitor the provision thoroughly, which includes a regular and rigorous review of the quality of teaching. This is good practice.

The setting uses the guidance of the local authority well. This practice ensures the best use of practitioners' expertise. The caring leadership motivates practitioners towards improvements in positive, sensible and supportive ways. The leader, practitioners and managers plan purposefully to provide interesting learning experiences for children, both indoors and outside.

The leader and the managers use relevant information about the setting consistently to create improvements, such as the need to improve children's information technology skills and to provide better numeracy opportunities.

The setting has a clear focus on ensuring progress against the setting's priorities. The development plan is a working document, annotated in detail as improvements occur. The setting identifies the appropriate priorities for improvement through robust self-evaluation procedures. The leader and managers conduct consistent evaluations to ensure that resources are available to meet the improvement objectives.

The practitioners receive relevant and worthwhile training, which has a positive impact on the quality of provision. The leader, practitioners and managers identify training and development needs clearly. Policies are operational and the setting meets local and national priorities, such as implementing the requirements of the Foundation Phase and targeting literacy and numeracy provision effectively.

Improving quality: Good

Self-evaluation and development planning is a regular and important part of the setting's working life. It identifies priorities for improvement, monitors provision and assesses children's outcomes effectively. The process involves rigorous reviews of all aspects of the setting's life and how these impact on the standards children achieve. The managers play an effective role in the process, which includes an annual review of the setting's work by governing body members.

All practitioners contribute fully to the process and final document. The leader manages the setting diligently based on an accurate assessment of its strengths and weaknesses. The leader and the registered person evaluate the quality of teaching and learning regularly, which targets better training and development opportunities to improve teaching practices. The leader and the governing body take steps to maintain effective practice and implement changes successfully.

The self-evaluation takes account of the views of children, practitioners, parents and carers, the managers and the local authority. As a result, it leads to a thorough development plan. The development plan monitors improvements against clear targets and success criteria. It prioritises the most important matters to improve and it funds improvements well, which includes the success of gaining grant funding. Therefore, a positive culture of self-evaluation pervades the setting's daily and long term plans.

By involving all practitioners in this process, they are keen to accept new ideas and to experiment with different ways of working, suggested by the local authority's advisory teacher. For example, the local authority's advice and training on how to implement new assessments to identify the starting point of every child. Such self-evaluation practices affect the quality of learning experiences and teaching well. This has a positive effect on children's learning and wellbeing.

Partnership working: Excellent

The setting shares its very good practices in provision and teaching with other settings in the local authority. It contributes effectively to training and the setting is an exemplar of good practice. This strengthens the practitioners' capacity very effectively to ensure continuous improvements. It contributes to creating an ethos of providing outstanding, innovative and creative provision, indoors and outdoors.

The setting has an extremely positive relationship with parents. Very effective communication ensures that relevant information is available to parents regularly, which includes a précis of the session's activities for parents to read on a board when children are collected.

The leader liaises effectively with the two year old provision at the school and the setting contacts parents directly before their children start at the setting. The setting is very successful in supporting the parents of vulnerable children to ensure the best possible achievements for their children. For example, by giving clear support and purposeful resources to parents and children in order to improve life skills through the use of the school's specialist centre for children with profound difficulties. This is outstanding use of the school's provision to intervene and target children's needs at an early stage.

The setting has very effective links with the school. The co-operation and joint planning develop the best possible transition arrangements for the children when they start school. The joint and agreed planning ensures that children receive purposeful guidance and allow children to make clear progress in the next stage of their education. Therefore, arrangements for transition promote children's wellbeing very effectively during transfer to the main school. As a result of this co-operation, children develop their personal, social and emotional skills effectively and manage the transfer very well.

Practitioners co-operate effectively and play an important part in the life of the whole school. Useful portfolios based on school practices exemplify children's standards and the setting's provision accurately.

There is an excellent relationship between the school and the specialist centre for children with profound difficulties. There are valuable visits by the teachers from the centre to the setting to advise and intervene with additional support for children if needed. This prepares children well for beginning at the school full time.

There are numerous links with the local community, including many effective links with local businesses, which include farms, cafés and national associations. These enrich provision at the setting and expand children's experiences successfully. For example, the setting has developed very effective collaboration with National Park officers as part of a programme to promote children's awareness of environmental protection and the locality. Officials have co-operated with the children and practitioners on a range of activities, which promotes several important skills including caring for plants, observing the characteristics of the seasons in the wild garden, and observing animals and birds in different habitats.

The setting has an extremely constructive relationship with the local authority and the school on financial management and takes full advantage of the agreements that are available to it.

Resource management: Good

The leadership is strong and it aims constantly to improve all aspects of the setting's work. It enables practitioners to develop and share their professional knowledge successfully. The strategic planning supports the effective teaching of all practitioners.

The leader and managers succeed in ensuring that the setting has enough qualified practitioners with beneficial training. It is a strong learning community, which has a culture of collaboration between practitioners and other partners involved with the setting, which includes excellent links with the school. Performance management systems are thorough and lead to improved teaching.

The setting manages its resources purposefully to support learning and to create improvements. The leader and the managers have a clear understanding of the budget and they prioritise spending in line with their planned actions for improvement effectively. This includes efficient use of grant funding. The setting ensures that the use of money has a direct impact on children's achievements and wellbeing. The setting provides the best possible standards of accommodation and resources within its budget. The learning environment and the partnerships that exist are excellent.

The setting provides good value for money because of the children's successful outcomes, the practitioners' effective provision and the purposeful leadership.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Denotes the benchmark – this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	36	34 94%	2 6%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	36	33 92%	3 8%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r lleoliad hwn.
		84%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	35	32 91%	3 9%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	35	34 97%	1 3%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn y lleoliad.
		81%	18%	0%	0%		
Children behave well in the setting.	33	26 79%	7 21%	0 0%	0 0%	3	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	0%	0%		
Teaching is good.	35	34 97%	1 3%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	35	33 94%	2 6%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		84%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	34	31 91%	3 9%	0 0%	0 0%	2	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		76%	23%	0%	0%		
My child is safe at the setting.	35	33 94%	2 6%	0 0%	0 0%	1	Mae fy mhentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	30	28 93%	2 7%	0 0%	0 0%	5	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	36	28 78%	8 22%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	31%	5%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	36	34 94%	2 6%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	36	30 83%	6 17%	0 0%	0 0%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		65%	31%	3%	1%		
My child is well prepared for moving on to school.	35	29 83%	5 14%	1 3%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		74%	25%	1%	0%		
There is a good range of activities including trips or visits.	34	31 91%	3 9%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		63%	32%	4%	1%		
The setting is well run.	36	34 94%	2 6%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

The Reporting Inspector

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.wales)

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 child minders 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.