



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

**A report on**

**Cylch Meithrin Bodedern  
Y Caban  
Bodedern Primary School  
Bodedern  
Isle of Anglesey  
LL65 3TZ**

**Date of inspection: May, 2016**

**by**

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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:

<b>Judgement</b>	<b>What the judgement means</b>
<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

Cylch Meithrin Bodedern is a Welsh medium setting, which is located on the site of Ysgol Gynradd Bodedern in the local authority of Anglesey. It has been registered since 2013 to accommodate up to 16 children per session. Currently, there are 15 children on roll, 9 children aged three are financed by the education authority.

The majority of children come from homes where Welsh is the first language. At the time of the inspection no child was registered with additional learning needs (ALN) and none came from an ethnic background.

The leader has been in post since April 2016. The setting was last inspected by the Care and Social Services Inspectorate for Wales (CSSIW) in December 2014 and by Estyn in April 2012.

## 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 is good because:

- Practitioners generate an inclusive and very happy environment
- Daily routines are well established and effective
- Practitioners nurture the children's confidence and encourage them to enjoy learning and behave well.
- They place a high priority on the children's care, well-being and safety
- They prepare a wide range of stimulating activities for the children
- Practitioners develop children's confidence in speaking by providing very beneficial role play opportunities
- The quality of the building and supply of resources is good
- Practitioners make good use of the space available to them
- Effective arrangements are in place to encourage children to keep healthy

### Prospects for improvement

The prospects for improvement is good because:

- The parents are very supportive of the setting
- The leader and registered person are committed to the setting's future
- They have adopted all the Mudiad Meithrin's policies and guidelines to ensure clear management
- The recently formed Management Committee includes strong representation of leaders from the local community to ensure stability and challenge to the setting's development
- They have an understanding of the value of the setting and areas for improvement
- The leader and registered person work together effectively with the advisory teacher and Mudiad Meithrin to further develop the setting
- The practitioners work effectively as a team and share a strong sense of purpose
- The staff have a professional and practical attitude towards training
- The setting organises financial matters well and work diligently to ensure value for money

## **Recommendations**

- R1 Ensure that all practitioners model language and challenge children to use new language patterns in all activities
- R2 Ensure that the Management Committee notes progress against the development plan targets
- R3 Formalise financial matters and secure a reserve to sustain the setting's future
- R4 Provide opportunities for practitioners to share good practice with other settings

### **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?

Not applicable

#### Standards: Not applicable

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

#### Wellbeing: Not applicable

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

### Key Question 2: How good is provision?

Good

#### Learning experiences: Good

The setting plans good learning experiences both in the indoor and outdoor areas to stimulate the interest of all children. Practitioners pay appropriate attention to all areas of learning to meet Foundation Phase requirements fully. This structure builds on children's knowledge, understanding and skills in the context appropriate themes such as 'The Farm'. Consequently, they co-ordinate children's development well to encourage them to make progress.

The setting prepares suitable opportunities to develop children's physical skills through the use of small resources such as scissors, coloured pencils and paint brushes. Practitioners prepare regular opportunities in the outdoor area for children to develop these skills using larger resources such as a see-saw and various large toy vehicles. They also prepare some valuable opportunities for children to run energetically and to dance freely to music.

They prepare very relevant opportunities within their themes for children to develop an understanding of their world and local area. For example, they discuss the colour, shape and length of vegetables before visiting the local shop to observe them being sold. Also after discussing farm animals they visit a nearby farm to see them in their natural habitat.

Practitioners encourage children to realise that all living creatures need to be treated with care. For example, they invite a local farmer to show her newly hatched chicks to the children and explain how they need to be looked after. Practitioners ensure children experience planting seeds and observing their growth. They create relevant opportunities for children to experiment with colours and patterns to develop their

creative skills. A good example of this is their natural interpretation of the colours and shapes of the farm animals and young chicks.

Practitioners provide valuable opportunities for children to listen enjoy relevant stories. For example, after listening to one story the children handle soap and various brushes in a water trough to scrub a variety of dirty toy farm animals clean. Subsequent to this practical experience they discuss the effectiveness of a variety of brushes, such as a toothbrush, hair brush and floor brush for this task.

Practitioners take every opportunity to stimulate the children's interest in different books and model how to handle books. They ensure regular opportunities for children to follow instructions; for example, while conversing in a circle and when tidying and re-organising the room ready for snack time. The opportunities for children to develop confidence through imaginative role play in the shop, in the farmyard and in the kitchen is a strength.

Practitioners ensure the children understand the purpose of writing by developing early skills and encouraging them to form letters clearly. They provide regular opportunities for children to recognise their names; such as for self-registration, identifying their birthday month and labelling their work on the wall.

They ensure daily opportunities for children to develop their numeracy skills as in circle time when they count various objects equipment. They ensure regular opportunities for children to identify numbers across all areas of learning and singing number rhymes. Practitioners plan systematically for children to order objects correctly according to size, shape and colour, for example in the sand trough. They also create very effective opportunities for children to understand mathematical vocabulary by classifying big and small potatoes, long and short carrots in the compost trough. They create some effective opportunities for children to use these specific skills and vocabulary: for example, when role playing in the grocer's shop.

They provide good opportunities for children to develop their thinking skills and solve problems by stating their opinion and making decisions. For example, when operating a mechanical toy. However, not all practitioners always take the opportunity to enrich the language of the more-able children.

They plan good opportunities for children to learn about their heritage by celebrating Pancake Day and St David's Day. At that time, the children learn about traditional Welsh clothes, food and songs. Practitioners extend children's knowledge and understanding of other cultures appropriately through celebrations, various pictures and dolls of various origins.

### **Teaching: Adequate**

All practitioners have current knowledge regarding child development and a sound understanding of the Foundation Phase requirements. They know the children well and have high expectations of them especially regarding developing independence and being confident in stating their opinion. They all participate in the planning and receive clear briefing by the leader of what they are expected to do.

Practitioners use a good range of teaching methods well. They choose themes, activities, songs and popular rhymes to raise children's awareness and awaken their curiosity. They engage the children's interest in words well through daily story-telling and modelling how to handle books.

Practitioners understand the importance of preparing purposeful opportunities for children to learn through play and first-hand experiences. They ensure a good balance between activities chosen by the child and those led by an adult. Practitioners provide stimulating focus tasks that engage children's natural interest. A good example of this is working a mechanical toy to land on the correct corresponding pictures of farm animals. They all ensure that the children are clear of what is expected of them so that they can persevere on task successfully.

The flow of the sessions is appropriate and practitioners present activities that engage children of all ability effectively. Despite this, at times not every practitioner is specific enough when engaging in children's free activities. For example, opportunities are sometimes lost to model language through repeating new vocabulary and phrases and encourage children to use the newly acquired language especially during free activities.

All practitioners manage behaviour naturally and very effectively. They follow a consistent routine and each one demonstrates clear respect for each child. A good example of this is their ready praise for efforts and this strengthens children's confidence and independence.

Staff know the children well and they record assessments to measure their progress. They have started using outcomes to design children's next learning steps and appropriately match their needs.

They keep parents informed on their children's progress throughout the year by informal discussions. At the end of their time in the setting parents receive an attractive record of their child's work. Involving parents in the assessment processes to enable them to contribute to their children's development is in its infancy and has not yet fully embedded.

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

The setting is a happy and caring community which gives high priority to the welfare and safety of children. All staff is suitable qualified and experienced and the ratio of adults to children is generous. Good opportunities are provided to support children's health and well-being. Children enjoy snack time and during this time practitioners demonstrate worthwhile awareness of child care. An example of this is that practitioners ensure that children always wash their hands before eating. They also cut fruit to a suitable size for young children. They organise worthwhile opportunities for children to participate in energetic activities to keep active and healthy.

Appropriate systems are in place to identify children with additional learning needs and the setting has access to support from specialist agencies as required.



The setting's arrangements for children's spiritual, moral, social and cultural development is beneficial. The children have regular opportunities to reflect and wonder, for example, when observing new born chicks. Also, they recite together a simple prayer daily before eating to create calm atmosphere.

All staff use positive behaviour strategies, which eliminates any form of disturbance or agitation. They are all good models of kindness and fairness which is replicated by the children. They promote social development by stimulating children to develop tolerant attitudes and to learn to work happily together and take turns courteously when playing. They encourage children to learn about other cultures well through celebrating Chinese New Year. At that time, they dress up, move to music and enjoy tasting Chinese food. Practitioners also raise the children's awareness of other cultures drawing attention to pictures and dolls from different countries.

Practitioners methods of developing children's understanding of sustainability is appropriate. Children have suitable opportunities to recycle food and waste paper separately during snack time.

The setting has suitable policies and procedures for the protection of children including comprehensive risk assessments. They safely recruit and practitioners undertake regular and appropriate training in the field. As a result, the setting's arrangements for safeguarding children meet requirements and are not cause for concern.

### **Learning environment: Good**

The setting is an inclusive and homely community. It has a supply of practitioners with sound qualifications and appropriate experience to satisfy Foundation Phase requirements. The operational relationship between the adults and children is natural and very supportive. This ensures that children feel very happy and safe. Practitioners provide purposeful experiences that engage children successfully for considerable periods of time. They ensure that all children benefit equally from a range of activities. As a result, children participate well and enjoy their time at the setting.

Practitioners use the space available to them effectively. The indoor environment is colourful and stimulating and they make appropriate use of their outdoor area and the local community. Practitioners organise the indoor area effectively into areas such as grocery store, farmyard, and place for circle time. The displays are very attractive and celebrate the efforts of children extremely well. Other resources support learning well; for example, pictures and vocabulary to match the themes, each child's birthday month, a weather chart and attractive books about life on the farm. The outdoor area is safe, well maintained and well used. The setting also makes effective use of the school yard and locations around the village to enrich their various themes.

The setting has a good range of quality resources. Recently, and in accordance with their priorities, the setting borrowed a supply of toy farm animals to stimulate the children's interest in their study of life on the farm. This ensured a very positive impact on children's learning experiences and on the development of their literacy and creative skills.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The leader and the new registered person are committed to the setting's future and share a vision to develop it further. Whilst practitioners are new to their role, the leader ensures that each has a good understanding of their role and daily duties. As a result, they all share a sense of purpose and work effectively as a team committed to providing stimulating learning experiences for all children.

This creates a relaxed and purposeful ethos which fosters confidence and independence where the children are very happy. Practitioners have high expectations of themselves and this leads to a good standard of care and provision. They know the children well and work diligently to provide a wide range of purposeful experiences for them.

The new Management Committee is supportive and has an understanding of the value of the setting to parents and children, to the school and to the local community. They are also aware of areas for improvement. A specific strength of the new Committee is that it includes a representation of local community leaders to ensure the setting's stability and development.

The new Committee has embarked on its work promptly by discussing strategic issues, and fundraising methods. However, they are not yet entirely systematic in financial matters and formal enough in identifying progress against their development plan targets.

Leaders pay good attention to local and national priorities. They ensure a strong focus on the development of children's literacy and numeracy skills, as well as providing good opportunities to learn about healthy eating and keeping fit.

### **Improving quality: Good**

The new leader and the new registered person share a positive commitment to improve the setting on an ongoing basis. Consequently, the team is regularly discussing how to improve provision. The leader is beginning to use a range of effective external feedback and advice to focus more precisely on raising standards and improving the provision.

New leaders have an understanding of the setting's strengths and areas for improvement through the support of the local authority's advisory teacher. The self-evaluation report shows that the leaders have a sound understanding of the setting and as a result, the process is effective.

The setting transfers this information into the development plan appropriately so that the relationship between the two documents is clear. Evidence shows a positive impact on this process the provision, particularly in developing ICT skills. However, leaders the process of informing and updating the document is not sufficiently

systematic. Consequently, it is not useful enough to ensure the support and challenge of the Management Committee in working towards its specific targets. Leaders have acted effectively following the previous Estyn inspection recommendations, ensuring, for example, more frequent use of the open area to enrich learning.

### **Partnership working: Good**

The setting has developed a range of beneficial partnerships that contribute positively to children's care and well-being, the quality of provision and leadership.

There is a very positive partnership with parents. Practitioners extend a warm welcome to parents, carers and children at the beginning of each session. They share purposeful information with parents about their children's progress and wellbeing informally. At the end of their time in the setting parents are presented with a record of their children's experiences and work in the form of a 'Treasure Book'. The setting shares all relevant policies and information about significant changes, the focus of their themes and funds raising initiatives on a notice board in the foyer. Parents and the local community support the setting regularly with their fundraising activities. They also enrich the children's experiences by purchasing resources for them such as clothing for role play and hats to protect them from the sun.

The partnership with the local school is good and the head teacher is a member of the new Management Committee which promotes consistency. They are scheduling the use of the school yard to ensure greater opportunity for children to cycle and run free. The children visit the school during the summer term to help them prepare for the next step in their education.

Practitioners make effective use of community links to support children's learning. For example, they promote their understanding of the world around them and their local area through designated visits to the local shops and the neighbouring farm.

The partnership with the local authority's advisory teacher and the Mudiad Meithrin's development officer is constructive and supportive and benefits the setting's improvement. The new leader and the new registered person are working effectively with them to further develop the setting.

### **Resource management: Good**

The setting makes efficient use of staff and resources to support teaching and learning. Leaders ensure that all practitioners are suitable qualified and experienced to work with young children. They make appropriate use of the skills and experience of staff to improve the provision. A good example of this is the effective allocation of responsibilities regarding aspects of health and safety and for welcoming parents and carers and escorting children into the setting at the beginning of each session.

Very effective processes are in place to manage the performance of practitioners through the supportive work of the registered person and the Mudiad Meithrin's development officer. Leaders use these processes effectively to ensure that development needs are implemented. A good example of this is the inclusion of all practitioners in planning and assigning specific responsibilities to them; such as for art activities. As a result, the practitioners interests and strengths are used well to

encourage children to express themselves naturally and confidently through different media and to enjoy painting and drawing.

All practitioners are taking advantage of a wide range of training to build on their skills to enable them to be up to date in their work. For example, the recent training on influencing children's behaviour has had a very positive ethos. However, as yet, leaders have not made contact with other settings to ensure that practitioners observe and share good practice.

Leaders provide a wide range of resources in both the indoor and outdoor areas. This varied supply is having a positive impact on children's literacy skills. One example, is the realistic oven created by practitioners which stimulates the children's enthusiastic discussions about frying, boiling and roasting food.

The setting is prioritising expenditure appropriately according to their needs. Good examples of this are the large mobile tractors to support the development of physical skills. Another example is the supply of books complementing the themes to develop children's literacy skills. Another good example is the balance in the choice of resources, such as oven gloves, prams and mobile JCB to enthuse all the children to develop their creative skills.

The leaders make every effort to keep order of financial matters and to ensure that the setting remains sustainable, however, there is limited cash reserves.

Given the effective provision, the setting provides good value for money.

## Appendix 1

### **Stakeholder satisfaction report**

#### **Responses to parent questionnaires**

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

## Appendix 2

### The Reporting inspector

Dr Prydwen Elfed-Owens	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](http://www.estyn.gov.wales))

## Glossary of terms

<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>

<b>Professional Association for Childcare and Early Years (PACEY)</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 Day Nurseries Association (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.