



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales



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

A report on

**Cylch Meithrin Morfa Rhianedd
Y Caban
Ffordd Cwm
Llandudno
Conwy
LL30 1EG**

Date of inspection: Mawrth 2016

by

Care and Social Services Inspectorate Wales (CSSIW)

and

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

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, and the setting complies with relevant regulations
Adequate	Strengths outweigh areas for improvement and/or examples of non-compliance
Poor	Important areas for improvement outweigh strengths and/or significant examples of non-compliance that impact negatively on children

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Publication date: 13/05/2016

About the setting

Name of setting	Cylch Meithrin Morfa Rhianedd
Category of care provided	Sessional Day Care
Registered Person(s)	Carole McAdam Gwennan Williams-Griffiths
Responsible Individual (if applicable)	N/A
Person in charge	Carole McAdam
Number of places	26
Age range of children	2 – 4 years
Number of children funded for education	8
Opening days / times	Monday to Friday, 11.15am – 3.00pm
Language of the setting	Welsh
Date of previous CSSIW inspection	May 2013
Date of previous Estyn inspection	June 2010
Dates of this inspection visit(s):	8th and 9th March 2016

Additional information

Cylch Meithrin Morfa Rhianedd is affiliated to Mudiad Meithrin and managed by a voluntary committee. The setting operates in a self-contained, purpose built cabin in the grounds of Ysgol Morfa Rhianedd in the centre of Llandudno. One child out of the 34 registered at the setting is from a Welsh speaking home. The setting receives funding to provide subsidised places through the Mudiad Meithrin and has provided a Flying Start provision since March 2013.

Report summary

Theme	Judgement
Wellbeing	Good
Learning	Adequate
Care and development	Good
Teaching and assessment	Adequate
Environment	Good
Leadership and management	Adequate

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Improve planning to ensure that children's literacy and numeracy skills are developed progressively
- R2 Ensure that all children are appropriately challenged, especially the more able
- R3 Ensure that self-evaluation procedures focus clearly on children's outcomes and lead to effective planning for improvement
- R4 Develop the role of the management committee so that it is able to support the setting's work more effectively

What happens next?

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

Main findings

Wellbeing

Good

Nearly all children make appropriate choices and decisions over a range of issues, including how they spend their time, what to have for snack and whether they would like to be indoors or outdoors. Children are often consulted when planning themes and activities. Nearly all children arrive at the setting, self register and settle with relative ease. They play with favourite items brought out for them until they feel comfortable enough to further explore the learning areas. Nearly all children speak or express themselves well. They respond in Welsh when prompted with single words, and more fluently in their first language when playing with other children. Children know that they will be listened to and that practitioners will respond, bilingually if needed.

Nearly all children have positive attachments to practitioners and key workers, which promotes their self confidence and self esteem. They feel valued and part of a wider community as practitioners acknowledge their birthdays and special events and display their art work, for example creating displays for St. David's Day celebrations and themes in the past relating to 'Children of the World' and Diwali. All children are treated with dignity and respect and feel a sense of belonging. For example, each child has a peg for their coat, a 'belongings box' for items that need to be kept safe during the session or taken home, and a placemat for snack time.

Nearly all children behave well. Most children have good manners, especially during snack time, and say please and thank you in Welsh with little adult prompting. Most show suitable consideration for the feelings of others; a few dominate activities, but are learning to manage their own behaviour. Most children share resources, take turns and follow simple instructions to perform routine tasks when asked. While most children are well motivated in their play and learning, a few quickly move between activities and have short concentration spans. They play alongside each other, but do not interact with each other.

Most children show good levels of self-esteem, have fun and are engaged in their learning. They have positive attitudes towards new experiences, such as using binoculars to find wild animals hidden in the playground and respond well to frequent praise and encouragement. Many are confident individuals and a few are developing into independent thinkers and learners. Most children have good relationships with each other and with those who care for them. Most enjoy physical activities, are excitable and energetic when outdoors, and are beginning to understand what keeps them healthy.

Most children benefit from routine daily tasks, which further develop their self help skills, making them increasingly independent over time. Nearly all children remove their own coats and place them on a peg, self register and use the toilet and wash their hands and clean their teeth independently.

Learning (only applies to funded children)	Adequate
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Many older children show a positive attitude to learning and make appropriate progress in their knowledge and understanding across many areas of learning. Most apply their skills purposefully in a range of contexts and develop wider skills and personal qualities to ensure that they make satisfactory progress. Most are developing into confident learners and look forward to participating in activities and joining in with new experiences.

Many children are developing appropriate literacy and numeracy skills. During group sessions, they listen to and carry out instructions carefully. They are beginning use gestures and appropriate language when working with adults to express what they would like to do in their home language. The majority of children have good listening skills and nearly all partake enthusiastically in class songs and particularly enjoy songs that include actions and movements.

A minority of children are developing a basic understanding of the Welsh language. However, only a very few converse confidently in Welsh and most are limited to single words and simple phrases, for example when naming colours and expressing how they feel. As a result, conversation during play is invariably in English. Apart from a very few, children are not confident in using the Welsh language and have very limited vocabulary.

Most children show an interest in books and talk with adults about what is happening in the pictures. Most handle writing implements correctly to develop their early writing skills. They choose to use different sized chalk, pencils and pens confidently and a few make reasonable attempts to write their names.

During focused activities that develop their mathematical skills, a majority of children count up to 10 objects with increasing accuracy and confidence. With guidance from practitioners, many children identify patterns and simple sequences. They use a limited range of mathematical vocabulary such as "light and heavy, large and small" and are beginning to count coins when paying for things in their shop. A few children are beginning to recognise and pair two dimensional shapes but have difficulty in naming them in Welsh. A few children are beginning to recognise and match numbers in written form. However, the ability of many children to apply their numeracy skills across other areas of learning is limited.

Most children listen and respond enthusiastically to material played on CD players, but their information and communication technology (ICT) skills are generally limited.

Most children share, take turns and work co-operatively together. They choose activities that interest them and show a good level of engagement and perseverance. Many children have well-developed physical skills. They select and use different paint brushes with good control and use a range of materials in their displays. Nearly all children enjoy growing fruit and vegetables in the garden. They understand that seeds and plants need water to grow and they play an active part when harvesting and cooking the produce. As a result, many children's problem solving and independent learning skills are developing appropriately.

Care and development	Good
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All practitioners are well qualified and experienced and safeguard children competently. They effectively implement the setting's policies and procedures for safeguarding and promoting children's wellbeing. Practitioners actively promote a healthy lifestyle insisting on daily tooth brushing and providing healthy and nutritious snacks. They keep parents informed of weekly and daily menus and any new foods that children try, such as beetroot with mackerel and mayonnaise and a variety of fruit and vegetables. Practitioners supervise the children well and the staffing ratios exceed the national minimum standards. Practitioners keep accurate registers and records of visitors to the premises, but are not always consistent in the recording of minor accidents where there has been no significant harm caused to children and incidents, for example when children arrive at the setting with pre existing injuries.

Practitioners are consistent when implementing the setting's behaviour management policy but are sensitive to the stage of development of children. They encourage children to follow simple rules and use circle time well to discuss the importance of being friends, what is fair and unfair, respecting others and showing care and consideration. Practitioners respect the children's feelings and individual rights and provide support when needed for children, in partnership with parents, Flying Start and the Conwy Referral Scheme. All partners use 'communication books' to inform and promote a consistent approach to managing children's behaviour in a positive manner. Practitioners provide a wide variety of activities, including outdoor play, to ensure that children are active, busy and content.

Practitioners know individual children well and understand their needs and preferences. They are caring, nurturing and responsive to each child's needs and take good account of information received from parents in contracts and registration forms. They provide experiences appropriate to the children's stage of development to help them move forward in their learning. There are effective processes to support children who have been identified as having additional learning needs. Practitioners involve parents suitably in agreeing plans for learning and strategies to be used. However, these plans do not always contain sufficient targets to measure the effectiveness of the strategies and activities undertaken and the child's progress towards them.

Teaching and assessment (only applies to funded children)	Adequate
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Practitioners in the setting work closely together to plan a range of interesting and stimulating learning activities for the children. Good organisation ensures that the setting has a calm and positive approach to managing children's behaviour. Practitioners have developed a good working relationship with the children and each other, which allows the children to settle very quickly to activities and learn successfully. Practitioners consult the children at the beginning of a theme to see what they would like to learn and ensure that their ideas are included in the planned activities. However, there are too few opportunities for children to develop their literacy, numeracy and ICT skills across all areas of learning. Although planned activities succeed in engaging the children's interest both indoors and outdoors, the learning intentions are not clearly indicated in planning. As a result, practitioners' planning does not build well enough on previous skills to ensure that children make good progress towards meeting the Foundation Phase outcomes.

Nearly all practitioners provide a good language model when communicating with the children and use successful questioning techniques to extend learning. However, they do not use the Welsh language consistently enough with each other. This has a negative effect on the setting's ability to provide a strong Welsh ethos. Children have appropriate opportunities to develop their cultural identity, such as when they cook traditional Welsh food and celebrate St David's Day.

Practitioners use the indoor and outdoor environment imaginatively to encourage children to experiment with new experiences and develop their physical and communication skills effectively, especially in the mud kitchen. Children have good opportunities to learn about caring for living things by observing mini beasts and caring for plants in their garden. Practitioners make suitable use of visitors to the setting to enhance the children's learning experiences well. For example, they have visited the library, local shops and a postman has been to the setting to talk about his work. The setting plans a variety of worthwhile learning experiences that promote children's personal development appropriately including their spiritual, moral, cultural and social development.

Children have many good opportunities to develop an understanding of different cultures. They particularly enjoyed learning about the lives of children in Africa when listening to 'Handa's Surprise'. Practitioners successfully developed the play area to be Handa's house which allowed children to learn about traditional Africal musical instruments and how Handa lived her life.

Practitioners assess children's progress and learning thoroughly across most areas of learning and are beginning to developing simple learning profiles for each child. However, this information is not used systematically to plan the next steps in the children's learning, especially in literacy and numeracy. Practitioners have suitable expectations when planning activities for most children. However, more able children are not always challenged well enough through activities, which provide continuity and progression in their learning to ensure that they make enough progress. Practitioners keep parents informed appropriately about children's achievements, wellbeing and development.

Environment	Good
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Leaders ensure that children are cared for in a safe, clean and secure environment where unnecessary risks have been identified and as far as possible eliminated. Leaders attend health and safety training and ensure appropriate risk assessments of the premises are completed. Emergency evacuation and fire procedures are displayed around the cabin and signs are prominently displayed to assist with locating first aid boxes, fire fighting equipment, alarms and exits.

Leaders ensure that the premises are well maintained and that all children are cared for in a comfortable, stimulating, child friendly environment that is suited to their needs, promotes their development and creates a sense of belonging. Leaders ensure that the environment is child centred, with areas for quiet activities and relaxation if needed. Walls and notice boards display samples of the children's learning and provide useful information for parents. Learning areas are inclusive, with facilities that enhance the children's well being. The environment promotes

children's independence by enabling them to do things easily for themselves, or with minimum support. Leaders have been successful in securing funding for the development of the outdoor area.

All children have access to a wide range of play and learning resources indoors and outdoors, which are monitored carefully by practitioners who take responsibility for individual learning areas. Resources are appropriate and stimulating, promote children's development and allow them to follow their interests. Resources are of a very good quality and are available in sufficient quantities to ensure that all children have choice and variety. Resources, toys and displays reflect a wider society and promote equality, and an imaginative 'safari' role play area has been created to provide positive images of the life of an African child.

Leadership and management	Adequate
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The setting's leader and her team support and care for all children so that they feel safe and valued. She ensures that practitioners work well together to provide suitable provision. The leader gives clear guidance to staff and everyone is aware of their responsibilities, established procedures and their role within the setting. The setting has positive relationships with parents and carers and they value the service provided highly. The leader ensures that the setting complies with all relevant regulations. The statement of purpose is regularly updated and provides an accurate account of what the setting has to offer.

The leader is developing a suitable appraisal system that is beginning to focus on teaching and learning. This enables the setting to reflect on staff performance and plan appropriate training and support. However, feedback to practitioners has not yet been formalised, and does not consider the impact of teaching on children's outcomes.

Leaders and practitioners know most of the setting's strengths and collaborate effectively to review its performance and to identify a few areas for improvement. Information gathered from the self-evaluation process is used purposefully to plan for improvement. With guidance from the local authority's advisory teacher, practitioners are very open to new ideas and are willing to try out different ways of working. However, self-evaluation is in its early stages of development and, as yet, has not brought about significant improvements in the setting's work. The setting's self-evaluation focuses strongly on children's wellbeing and provision, but it does not always consider well enough the standards that children achieve, for example when evaluating whether activities provide consistent challenge for more able children. The leader actively seeks the views of parents and carers when evaluating the setting's work. Partnerships between the setting, parents and the local community are positive and this contributes to a good overall community spirit within the setting. The setting has developed close links with local feeder school that ensure effective arrangements for children to move onto the next stage of their learning. The voluntary management committee supports the setting's work appropriately. Individual members are well informed about the setting's work, have regular contact with the leaders and have started to challenge the setting as a critical friend. There are suitable policies and procedures to support the day-to-day running of the setting, although the use of the accident, incident and pre existing injury logs is not always consistent.

The setting has implemented a few national and local priorities appropriately. For example, it provides good opportunities for children to learn about healthy living. However, leaders have been slow to ensure that the Numeracy and Literacy Framework is being developed effectively. The setting has developed sound procedures to ensure the safety of all children and staff and reviews these regularly.

Practitioners are supported well by a comprehensive programme of continuous professional development, which is mainly provided by the local authority and Mudiad Meithrin. This ensures that all members of staff acquire new knowledge and skills regularly and are aware of recent developments in the Foundation Phase. The practitioners provide appropriate strategies to support any children with additional learning needs and work effectively with parents and other professionals to meet the needs of these individuals.

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
My child is safe at the setting.	11	10 91%	1 9%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		0%	0%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	10	7 70%	3 30%	0 0%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		0%	0%	0%	0%		
I am kept well informed about my child's progress.	10	9 90%	1 10%	0 0%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		0%	0%	0%	0%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	11	9 82%	2 18%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		0%	0%	0%	0%		
I understand the setting's procedure for dealing with complaints.	11	7 64%	4 36%	0 0%	0 0%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		0%	0%	0%	0%		
My child is well prepared for moving on to school.	10	10 100%	0 0%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		0%	0%	0%	0%		
There is a good range of activities including trips or visits.	9	6 67%	2 22%	1 11%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		0%	0%	0%	0%		
The setting is well run.	11	10 91%	1 9%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		0%	0%	0%	0%		

Appendix 2

Copies of the report

Copies of this report are available from the setting and from Estyn and CSSIW's websites (www.estyn.gov.wales) (www.cssiw.org.uk)

Appendix 3

Glossary

Additional learning needs (ALN)	This term covers a very wide range of needs. We use the term additional learning needs in relation to children who have needs besides those of most of other children in the setting, for a number of different reasons.
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
Care Council for Wales	This is the Sector Skills Council for Social Care, Early Years and Child Care in Wales.
Foundation Phase	The statutory curriculum for all three to seven-year-olds in Wales, in both maintained schools and non-maintained settings
Flying Start	Services that deliver free, part-time childcare for eligible two-year-olds to help give them the best start in life and prepare them for school. They also provide increased levels of support from health visitors and parenting programmes to give young children the best possible start in life. These programmes have been running since January 2007.
Funded non-maintained settings	Settings funded by the Welsh Government to provide part-time education for three and four-year-olds. They include playgroups, private day care providers and independent schools.
Key person or key worker system	This is a practitioner who is assigned to each child so they always have a trusted, familiar person available to them so that they feel safe and comfortable. They build positive relationships and regularly talk to parents.

Leaders	<p>This can include the Registered Person, Responsible Individual or Person in Charge</p> <ul style="list-style-type: none"> • Registered person – the person who is registered by CSSIW to provide the service; this may be an individual or an organisation • Responsible individual – where the registered person is an organisation, this is a person who is nominated by that organisation to act on their behalf • Person in charge – the individual appointed by the registered person to be in full day-to-day charge of the service
Practitioners	All persons working directly with children in a setting
Safeguarding	Statutory duty to keep children safe and promote their wellbeing