



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

A report on

**Cylch Meithrin Morswyn
Ysgol Gymraeg Morswyn
Cyttir Road
Holyhead
Anglesey
LL65 2TF**

Date of inspection: July 2017

by

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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Context

Cylch Meithrin Morswyn is a Welsh-medium setting that meets in a class at Ysgol Gynradd Morswyn, near Holyhead, in Anglesey local authority. The setting is open five mornings a week, between 9am and 11am, and two practitioners operate there daily.

The setting's registration allows it to admit up to 24 children at any given time, and the setting admits children between two and four years old.

Nearly all children are from a white British background and a minority speak English as their first language. There are currently a few children with additional learning needs.

The leader began in post in January 2017. The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in February 2015 and by Estyn in July 2012.

Summary

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

Current performance

The setting's current performance is good because:

- Most children show consistent progress in developing their literacy, numeracy and information and communication technology (ICT) skills
- Nearly all children show motivation and interest in their learning
- Nearly all children behave responsibly
- Practitioners work together regularly to provide interesting activities to improve children's learning
- Teaching is appropriate
- Practitioners' mindful care creates a purposeful learning environment
- Indoor and outdoor learning areas engage children's interest successfully

Prospects for improvement

The setting's prospects for improvement are good because:

- The leader provides a clear direction for the setting's daily and long-term work
- The management committee monitors and supports the setting regularly
- Evaluation systems create valid targets for action for the benefit of children
- Practitioners' training is effective and has a beneficial influence on improving children's standards
- Purposeful use of support services has a positive effect on children's wellbeing
- Positive partnerships with parents, carers, the school and external agencies support the next steps in children's learning purposefully

Recommendations

- R1 Provide purposeful visits and visitors to enrich children's learning experiences and their awareness of their local area
- R2 Ensure that teaching challenges children in line with their ability
- R3 Ensure that daily assessments lead to planning the next steps in individual children's learning
- R4 Embed the new leadership systems
- R5 Improve the rigour of the management committee and the process of managing financial receipts and daily expenditure

What happens next?

The setting will produce an action plan that shows how it will address the recommendations. The local authority will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most children make consistent progress in their skills from starting points that are lower than or similar to the expected average. This progress is evident when they complete literacy and numeracy tasks in the setting's learning areas successfully.

Most children speak clearly and make sure that adults and other children understand them when they respond to each other's views during activities. They conduct beneficial conversations with adults and each other when selling ice cream in the shop in the Wendy house. They listen to instructions from others and act on them effectively. This is particularly evident when they paint and print scaly fish with paint and celery, and when they sing nursery rhymes and songs enthusiastically in Welsh. Many children express their feelings and emotions sensibly as they agree on specific times to ride bicycles.

Most children show an interest in books and enjoy their content. They discuss characters and events confidently with adults and peers and handle books like natural readers. Many children sit quietly and follow stories that are read to them intelligently. As a result, they respond with interest to the story's content. A few children use sophisticated language meaningfully in spontaneous and structured play. This happens when they use pliers to pick up pebbles and shells, and when making marks in the 'pensiliau prysur' (busy pencils) area.

Many children make marks effectively. They enjoy early writing experiences and use a variety of media, such as paint, chalk, crayons, pencils and coloured pens. A very few children recognise their own names correctly, and these children try to form the letters of the alphabet and numbers independently and efficiently. A majority of children explain the purpose of writing in the correct contexts when making marks on blackboards and when taking orders in the role-play shop and cafe.

Many children use mathematical language purposefully and in relevant contexts. Most children count, recognise and name numbers up to five confidently, and a few count to ten and beyond easily, when counting each other during circle time.

Most children choose relevant equipment and materials to solve mathematical problems effectively. They use scales successfully to weight different objects and place each other in order of first, second and third to ride their bicycles through the car wash in the outdoor area. They also work together well when fishing with a net to find ducks with numbers on them.

A majority of children understand the difference between moving to the right and left when they discuss changing the angles of a track. They also group different types of objects by size, shape and colour correctly. Many children compare two-dimensional and three-dimensional shapes correctly. Examples of this include creating a collage on paper by sticking leaves and straw, and when building blocks to create a tower in the construction area.

Most children are beginning to use technology effectively when using electronic tablets and through tasks that include electronic toys and cameras. They also use educational software and apps on the tablets to develop their ICT skills and their fine motor skills successfully.

Many children develop astute thinking skills through interesting activities, and this has a positive effect on their learning and the standards that they achieve. They work intelligently with others when exploring the volume and capacity of different containers, and decide whether buckets are 'full', 'empty' or 'half full' when building sand castles.

Nearly all children enjoy listening to music and they respond enthusiastically with familiar nursery rhymes and songs in Welsh. Most children use their physical skills successfully as they ride around the outdoor areas energetically on bicycles, and run and sidestep along a path in the school's forest.

Wellbeing: Good

Nearly all children show motivation and interest in their learning, and most concentrate very well during their tasks. They take an interest in group activities and enjoy the tasks that are provided, on the whole. Most children share resources and work sensibly with other children. As a result, they show positive attitudes towards new experiences, such as when they use magnifying glasses to find numbers on shells.

Nearly all children relate well to adults and visitors when they arrive at the setting and when they leave. They are well-behaved and treat adults and each other with respect. They listen carefully to practitioners, such as when they arrange different coloured lollipops in the role-play cafe, and when arranging colours and making shapes on a peg board.

Most children are beginning to understand that they can make sensible choices during free play. They express an opinion and make personal choices effectively, such as when they decide to move from one play area to another independently, both indoors and outdoors. As a result, most children are confident learners.

After using the toilet, messy play and outdoor activities, nearly all children wash their hands thoroughly and without much prompting by adults. This develops their awareness of good hygiene successfully.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Learning experiences target children's needs and interests purposefully and provide beneficial opportunities for them to develop as independent learners. The leader and practitioners provide a balanced curriculum that reflects the ethos of the Foundation Phase effectively.

Practitioners work together conscientiously to provide interesting and engaging activities that motivate children to learn practically. They concentrate on developing children's physical skills, thinking skills and creative skills sensibly, for example as they ride bicycles energetically, role-play on a wooden boat outdoors and paint.

Practitioners plan stimulating learning experiences efficiently. The new planning system has a good effect on children's daily experiences and makes a positive contribution to children's enthusiasm as they learn through play, both indoors and outdoors.

Planning targets children's literacy, numeracy and ICT skills intelligently. They also include challenges to solve problems with magnifying glasses and using a till and money in the cafe. Purposeful tasks can be seen prominently in all areas of learning and they challenge many of the children to perform at their best consistently. On the whole, activities build effectively on children's current knowledge and understanding. However, opportunities do not always challenge the most able children well enough.

Practitioners recognise that a majority of children have a low level of Welsh language skills on entry to the setting. They address this appropriately by modelling words, numbers, colours and simple phrases regularly. As a result, most children's understanding of the language is developing purposefully. The setting promotes children's awareness of Welsh traditions, celebrations and culture successfully. These activities include celebrating St. David's Day and St. Dwynwen's Day each year.

Effective opportunities are provided for children to use ICT equipment, such as electronic toys and tablets, a compact disc player and cameras. Children are given regular opportunities to develop their ICT skills successfully by using educational software on tablets purposefully.

The setting does not currently make beneficial use of visits and visitors to enrich children's learning experiences. As a result, children do not have a sound awareness of their local area or a useful understanding of the roles of people in their community.

Teaching: Adequate

Practitioners greet the children warmly when they arrive at the setting and they manage children's behaviour effectively. This encourages children's participation and enjoyment in activities.

Practitioners have up-to-date knowledge of child development. They understand the requirements of the Foundation Phase and co-operate efficiently. Practitioners show a sensible balance between activities that are led by children and those that are led by adults. They provide a wide range of opportunities for children to enable them to learn through practical experiences and through play. However, at times, a number of plenary sessions and some activities lose pace and become monotonous and dull. As a result, a few children lose interest.

Practitioners have high expectations for a majority of children and they challenge these children regularly in focus tasks. However, they do not always challenge the most able children to perform at their best regularly enough. Practitioners question many children successfully in order to develop their thinking, numeracy and communication skills. This is evident as they handle the process of matching and pairing pictures and cut shapes out of play dough.

Practitioners complete regular assessments thoroughly. They also discuss purposefully with children what they need to do to improve their work. They record evaluations and discussions on record sheets and annotate pupils' work in their record books regularly. However, although their work is detailed, assessment does not inform planning effectively enough to target individual children's needs and the next steps in their learning.

Practitioners now show evidence of children's work in line with outcomes efficiently as they mature at the setting, by using the Foundation Phase Profile. The setting informs parents and carers effectively about their children's achievements.

Care, support and guidance: Good

The setting provides purposeful opportunities to promote children's spiritual, moral, social and cultural development. Practitioners use group sessions sensibly to focus on children's feelings and the way that they treat others. By doing so, practitioners nurture values such as honesty, fairness and respect effectively. These daily routines are beneficial to the setting's overall ethos and activities.

The setting has efficient arrangements to support children's health and wellbeing. These arrangements contribute well to their development and support their learning successfully. The setting promotes eating and drinking healthily and, as a result, children understand that fruit, vegetables and keeping fit are an important part of a sensible diet and a healthy way of life.

Practitioners provide valuable opportunities for children to reflect, discuss feelings and say thank you every day. This creates calm as the children sit to listen to adults, practice washing their hands and say thank you for their food. Practitioners provide useful and practical opportunities for them to serve and help each other in order to develop their independence. As a result, children take turns politely when eating snacks around the dining table.

Practitioners provide regular opportunities for children to recycle paper and card in the setting, in addition to plastic goods and food through the school's systems. This develops their understanding of sustainability effectively.

The setting uses positive behaviour strategies that eliminate any kind of disruption or unreasonable behaviour. As a result, children are happy and safe in the company of adults and often ask for help and support without concern. The setting is a safe environment and practitioners take great care of the children on arrival and when they leave. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

The setting records children's learning needs thoroughly when they join and during their time at the setting. Practitioners review children's progress regularly and target children with additional learning needs effectively, when necessary. Practitioners discuss these children with support agencies, when the need arises, to target their needs appropriately.

Learning environment: Good

The setting promotes a caring ethos through daily activities and the attitudes that are adopted by practitioners. As a result, it is an inclusive community in which each child has equal access to areas of learning and equipment. Practitioners recognise each child's individuality sensibly.

Each practitioner places a clear emphasis on recognising, respecting and celebrating diversity. The setting achieves this successfully by celebrating different festivals from around the world, such as the Chinese New Year, and by discussing parables from other continents, such as Africa.

The setting uses resources purposefully to meet the requirements of the Foundation Phase and children's needs. Practitioners provide a wide range of resources, and they are available for all children to choose to use them and put them away. This promotes their sense of responsibility successfully. Continuous activities, focus tasks and enhanced tasks make effective use of learning resources. This has a positive effect on children's learning, particularly when making marks with a variety of media and using money in the role-play shop.

The building is of suitable quality and is well-maintained and safe. The outdoor area includes opportunities for children to grow plants, in addition to role-play equipment and vast areas, which include a field and a woodland area for energetic play.

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

Since being appointed in January this year, the leader has ensured that leadership practices are beginning to become embedded appropriately in the setting. She motivates practitioners to make changes in positive ways and uses relevant and regular information about the setting to ensure improvements in provision and children's outcomes. As a result, the leader has begun to establish robust leadership systems, and she promotes and maintains practices to improve the setting's day-to-day work well. However, these processes have not yet had enough time to improve elements of teaching and assessment completely effectively.

The leader has followed the guidelines and advice of the local authority on how to plan a broad and balanced curriculum. As a result, there is a positive direction for the setting's daily activities and long-term processes.

The leader ensures that provision for children is interesting and purposeful. She defines practitioners' roles clearly in order to promote successes at the setting. Practitioners receive relevant and informative training, and this has a positive effect

on the quality of provision. The leader has begun to conduct effective supervision and evaluation of other practitioners, and the new management committee is beginning to evaluate the leader's work robustly.

The management committee receives useful information about the setting's day-to-day routines from the leader and in regular meetings. The committee has created appropriate practices to ensure quality, and they are beginning to have an effect on provision and children's outcomes. The committee is supportive and ensures robust financial management through annual independent audits. However, the management committee's rigour in regulating financial receipts and the setting's daily expenditure needs to be improved.

Improving quality: Good

Positive quality improvement processes permeate the setting's work. The leader has established consistent arrangements to monitor children's standards and provision. Purposeful daily co-operation, in addition to formal and informal staff meetings, contribute to this successfully.

Self-evaluation systems consider the views of practitioners, parents and carers, the local authority and Mudiad Meithrin well. This is beneficial to the setting in terms of gaining a more complete picture of provision so that the self-evaluation report that derives from these processes identifies the setting's strengths accurately. The leader identifies areas for improvement clearly in the self-evaluation report, and she uses these directly to set sensible targets in the setting's development plan. As a result, the leader takes effective steps to implement changes through purposeful action plans. The leader follows the local authority's quantitative systems when self-evaluating, and her use of the system ensures an effective bridge between the self-evaluation and the development plan.

The leader improves provision by adopting different strategies, and she welcomes valuable advice from others, such as the local authority and Mudiad Meithrin. This includes using the Foundation Phase Profile effectively, improving planning of daily activities and establishing robust leadership systems. The leader is open to new ideas and is willing to experiment with different ways of working. Recently, this has had a positive effect on children's learning and wellbeing.

Partnership working: Good

The setting works well with partners to improve children's standards and wellbeing, in addition to provision. These partnerships have a positive effect on the setting's daily routines, such as using the school grounds and outdoor equipment. The setting has positive links with the school's staff, and this supports children's transition arrangements efficiently. Arrangements for transferring assessments and personal information are effective and beneficial to the children as they settle at school. The setting works enthusiastically with the school to support local and national charities. This helps to foster kindness and care among the children.

Practitioners take active steps to include parents and carers in the setting's life. They inform parents and carers regularly about all aspects of the setting's work. They also encourage them to express their views on issues to improve the setting through questionnaires and regular discussions.

The setting works sensibly with external agencies, such as the local authority and Mudiad Meithrin. These positive relationships reinforce the setting's work and support it actively with documentation to support the new management systems.

Practitioners work and liaise with a wide range of other partners, which makes an important contribution to improving provision. These include agencies that support the setting with first aid training, food hygiene courses, risk assessments, Foundation Phase training and child protection training.

Resource management: Good

The leader is beginning to improve all aspects of the setting's work consistently by managing staff and resources successfully. With purposeful training and support, she succeeds in ensuring that the setting's practitioners are effective. Performance management systems are appropriate for practitioners. They enable them to develop and share their professional knowledge efficiently. As a result, there is a culture of effective co-operation between practitioners and other partners.

The setting manages resources well to support learning. The setting's practices and daily routines are consistent and ensure that children benefit from interesting and positive learning experiences. Practitioners ensure that children have ready access to plenty of interesting resources to support their learning effectively.

The leader and committee have a clear understanding of the budget, and they prioritise expenditure by identifying responsibilities and sensible timescales. They make regular improvements by discussing and funding plans for improvement purposefully, including updating ICT resources. The setting ensures that use of funding has a direct effect on children's standards and wellbeing, in addition to the provision of learning experiences.

Overall, the setting provides good value for money because of the positive effect on children's outcomes.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

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

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 three to seven 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 that 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 childminders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (NDNA)	This organisation 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