



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

**A report on**

**Cylch Meithrin Talybont a Llandygai  
Ysgol Llandygai  
Llandygai  
Bangor  
LL57 4HU**

**Date of inspection: June 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
<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 Talybont a Llandygai is a Welsh-medium setting, which meets on the site of Ysgol Gynradd Llandygai, near Bangor in Gwynedd local authority. The setting is open in the morning and afternoon, five days a week, and there are three practitioners.

The setting's registration allows it to admit up to 20 children at any given time, and the setting admits children between two and four years old.

Nearly all children are from white British backgrounds and only a minority speak Welsh as their first language. There are currently very few children with additional learning needs.

Both leaders took up their posts in September 2015. The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in January 2017 and by Estyn in January 2010.

## Summary

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

### Current performance

The setting's current performance is good because:

- Most children develop their literacy, numeracy and information and communication technology (ICT) skills progressively and successfully
- Most children are confident learners and behave politely and responsibly
- Practitioners work together diligently to provide exciting and interesting experiences
- Teaching targets children's needs purposefully
- All practitioners' tender care creates an active atmosphere
- Indoor and outdoor learning areas engage children's interest effectively

### Prospects for improvement

The setting's prospects for improvement are good because:

- Leaders set a purposeful direction for the setting
- The purposeful support of the registered person ensures beneficial provision and regular monitoring
- Quality improvement systems consider the views of everyone who is linked to the setting in order to improve provision
- Practitioners' training is effective and has a successful influence on learning experiences and teaching
- There are positive partnerships with parents, carers, local schools and external agencies
- Leaders spend money sensibly to improve resources
- The registered person ensures strong support across all of the setting's activities

## **Recommendations**

- R1 Refine daily assessments to target the next steps in individual children's learning
- R2 Address the issues relating to the site that could have an unfavourable effect on children's wellbeing
- R3 Ensure that the management committee conducts official financial audits and meets the requirements of effective financial regulation

### **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 the setting from starting points that are similar to, or above, the average. They use their literacy, numeracy and ICT skills effectively in a range of activities. This is evident when they complete familiar and complex tasks successfully. Most co-operate confidently in lively play when climbing on the school's adventure equipment and riding bicycles and vehicles outdoors.

Most children speak clearly and make sure that adults and other children understand them. They listen and respond to instructions well, and implement them effectively. This is evident when they discuss adjectives correctly when touching seaweed in water and when discussing pictures after finding them in the sand. Nearly all children express their feelings and emotions effectively while role-playing in the kitchen and the ice-cream parlour. They conduct sensible discussions with adults and with each other about the different types of animals that live under the sea, such as sharks and crabs.

Many of the children show an interest in books and enjoy their content. They sit quietly and follow stories that are read to them observantly and discuss the characters and events in them enthusiastically with adults and peers. They handle books in the reading area as confident and willing readers.

Many children make marks effectively. They enjoy writing experiences and use a variety of media such as paint, pencils and crayons. A few children are beginning to form the letters of the alphabet and numbers independently and in a form that can be identified fairly well when attempting to write their names. Many children explain the purpose of writing in the correct content. As a result, they scribble and imitate the writing of others in everyday situations, such as taking an order in a shop. A minority of children are beginning to recognise their own names and those of other children fairly correctly while taking the register and during other similar activities.

Most children use mathematical language purposefully and in relevant contexts. They count, identify and name numbers to 10 confidently, and a minority count to 15 and beyond. Most children understand differences in size when investigating with magnifying glasses. They explain sea objects as 'big' and 'small', 'high' and 'low' correctly, and if an object is 'medium-sized' compared to others. They also organise different types of object by colour, size and shape successfully. Many children compare two- and three-dimensional shapes meaningfully when creating creatures from dough and when building towers with blocks in the construction area. Most children are able to select equipment and materials carefully in order to solve mathematical problems effectively.

Nearly all children enjoy listening to music and respond enthusiastically to familiar nursery rhymes and songs in Welsh. They move rhythmically to different types of music. Most children develop purposeful thinking skills, and this has a positive effect

on their learning and the standards that they achieve. For example, they work diligently with other children as they experiment with a funnel and plant flowers, lettuces, leeks, onions and carrots.

Nearly all children use technology effectively when responding to challenges by using electronic tablets and toys purposefully. Educational programs and apps on a laptop develop their ICT skills and their fine motor skills purposefully. As a result, they use a range of challenging software to develop their thinking skills and ICT skills successfully.

### **Wellbeing: Good**

Nearly all children are polite and well-behaved. They respond confidently in different situations by treating adults and each other with respect. Nearly all children listen carefully to adults, for example when they arrange colourful shells and pebbles on sand to create a seaside scene. After using the toilet, messy play and outdoor activities, nearly all children wash their hands thoroughly without much prompting from an adult.

Nearly all children respond with motivation and interest in their learning and show good perseverance when staying on task. Nearly all children enjoy the activities in the areas of learning and share and work sensibly with other children. As a result, nearly all children show positive attitudes towards new experiences, such as reading books in a tent and wearing costumes from other countries.

Nearly all children relate well to adults and visitors when they arrive at the setting and when they leave. Most children are confident and independent learners. This is evident when they explain sensibly to each other the purpose of mark-making when recording the features of sea creatures and when arranging numbers from one to ten on a clothes line.

Most children are beginning to understand that they have a right to make decisions as individuals. They realise that they have a choice to express a personal opinion and preference, for example when deciding to move from one learning area to another independently.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

Leaders and practitioners provide an interesting curriculum and the day-to-day work reflects the ethos of the Foundation Phase effectively. They plan learning experiences thoroughly and activities target children's interests purposefully.

Practitioners encourage children to learn practically and experimentally, for example as they role-play in the ice-cream parlour and create a flow to move objects down a row of flumes. As a result, they are given purposeful opportunities to develop as independent learners both inside and outside the building.

Practitioners organise themes and activities successfully based on children's interests and needs. They provide valuable opportunities for children to voice their

personal ideas to enrich activities further. This can be seen as children choose the necessary equipment to make cakes in the mud kitchen and the percussion instruments that they need to make music in the outdoor area. These activities, and similar ones, add positively to the children's everyday enthusiasm and motivation.

The setting plans successfully to develop children's literacy, numeracy and thinking skills. Activities to promote literacy and numeracy are evident in all learning areas. Practitioners ensure valuable opportunities for children to record and make marks without adult support. They also ensure rich opportunities for children to develop numeracy skills. An example of this is the experiences to understand that the volume of different-sized jugs means that there is more or less water to pour into a funnel. Provision in terms of learning experiences succeeds in creating effective progression in the setting's weekly planning.

The setting's provision for developing the Welsh language supports the children. Practitioners are enthusiastic language models and encourage children to use the language as much as possible. They do so by challenging and questioning children frequently in the indoor and outdoor learning areas. They support children who are beginning to learn the language efficiently. As a result, children's understanding and use of the language improves constantly.

The setting promotes children's awareness of Welsh traditions, celebrations and culture successfully. This activities include celebrating St. David's Day and St. Dwynwen's Day, and baking traditional cakes.

Provision to develop ICT is purposeful. The setting provides good opportunities to use a range of equipment, such as cameras, a laptop, electronic tablets and programmable toys. All practitioners challenge children successfully by using Welsh educational software to develop their early ICT skills and their control of technological equipment.

Practitioners focus on developing children's physical and creative skills intelligently. They allow them to climb on adventure equipment on the school grounds, ride vehicles vigorously in the outdoor area and experiment with scissors when cutting shapes out of dough to emulate creatures that live under the sea.

The setting makes beneficial use of visits to enrich children's learning experiences. Experiences include visits to a local castle, the sea zoo, walks to the village and trips to adventure centres and the forest. A number of visitors visit the setting, such as the postman and the fire service. These provide valuable opportunities for children to learn about the roles of people in their community.

### **Teaching: Good**

All practitioners have up-to-date knowledge of child development. They are knowledgeable about the requirements of the Foundation Phase and the expected outcomes for children who have not started school.

Practitioners greet children positively as they arrive and they continue this enthusiasm throughout the sessions. Practitioners work together diligently and



manage children's behaviour sensitively. They challenge children effectively during tasks and lead them skilfully towards the task's objective and purpose. As a result, they encourage children's participation and enjoyment in all activities successfully.

Practitioners stimulate children successfully to work with others to improve their literacy, numeracy and ICT skills. This includes researching the features of shells, seaweed and crabs with a magnifying glass, sorting objects by their shape and size, and using specific programs on a tablet or laptop confidently. Practitioners ask purposeful questions to develop children's thinking and communication skills. This is evident when children discuss the things that can be seen at the seaside and are given an opportunity to note that the sand is hot in the sun and that the sea is wet and salty.

Practitioners operate a key worker system successfully. They enable children to move freely and confidently between different learning areas and have a purposeful effect on children's learning. Practitioners complete frequent assessments thoroughly. They also discuss purposefully with the children what they need to do to improve their work. However, although their work is detailed, assessment does not inform planning effectively enough to target the needs of individual children and the next steps in their learning.

Systems for recording children's achievements are accurate and useful. They provide a firm starting point for each child by using the Foundation Phase profile efficiently. Practitioners assess individual children's outcomes regularly as they mature at the setting, and this supports the transition to the area's school successfully.

The setting informs parents and carers regularly about their children's achievements. At the end of their time at the setting, practitioners present a report and a booklet to parents, either on paper or electronically, about their children's progress.

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

There are efficient arrangements to support children's health and wellbeing. These arrangements contribute successfully to their physical development and wellbeing. The setting has robust arrangements to promote eating and drinking healthily, and this includes promoting healthy snacks. As a result, children understand that fruit and vegetables and exercise contribute to improving health and fitness.

The setting provides positive opportunities to promote children's spiritual, moral, social and cultural development. Practitioners use plenary sessions sensibly to focus on each other's feelings. By doing so, they nurture values such as saying thank you and treating each other with respect successfully. They also reinforce these values and their importance regularly during daily activities. Practitioners provide regular opportunities for children to recycle paper, card, plastic goods and food. This develops their understanding of sustainability effectively.

There are valuable opportunities for children to reflect, discuss feelings, tell the truth and pray each day. This creates a sense of calm as the children say thank you for their food or sit to listen to adults and each other. As a result, children take turns

politely while eating snacks and serving drinks around the dining table. The helper of the day is given an opportunity to help purposefully when distributing snacks and drinks, recycling goods and collecting and tidying up the dishes.

Practitioners' use positive behaviour strategies purposefully and this eliminates any unacceptable behaviour. They are very watchful of the children when they arrive and when they are collected. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

The setting records children's learning needs regularly on entry to the setting and during their time there. Children's progress is reviewed regularly and their starting points are identified rigorously by following the guidelines of the Foundation Phase profile. The setting targets specific children with additional support efficiently when the need arises. Practitioners work with suitable agencies in order to provide support, such as the expertise of the language therapist and the health visitor, as soon as possible.

### **Learning environment: Adequate**

The setting is a wholly inclusive community, which recognises children's individuality successfully, and practitioners support children daily with tenderness. Practitioners target children's needs sensibly and all children are given an equal opportunity to learn in the different areas.

Practitioners promote a positive ethos through their activities and their daily motivation. They emphasise frequently to the children that they need to respect each other and that individuals' choices, such as sharing toys and taking turns, are a part of their personal development. Provision to celebrate diversity in our world is sound, and practitioners teach children about specific festivals, such as the Chinese New Year. Opportunities are also provided to role-play with costumes from other countries, read stories from all corners of the world and play with dolls from different cultures. This has a successful effect on children's understanding of various cultures.

The setting uses resources effectively to meet the requirements of the Foundation Phase and children's needs. A wide range of interesting resources are used effectively in continuous activities and focus tasks to enrich learning. Resources are within children's reach in order to promote their sense of responsibility purposefully. The setting has sufficient ICT resources to develop children's skills successfully. Practitioners also use facilities in the local area, such as the village's resources, to enrich children's experiences and their awareness of the community.

The building is of suitable quality and is maintained appropriately. The building and outdoor resources are used effectively to grow and plant, role-play, inquire and investigate, run around, climb and drive vehicles. However, the inspector drew the attention of the leader and the registered person to an important shortcoming in relation to the outdoor area that could have an unfavourable effect on children's wellbeing.

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

Leaders have a definite focus on ensuring rich provision and good outcomes for children. There is valuable co-operation between them and the registered person. They set a clear strategic direction jointly by focusing on robust practices in all sessions. An example of this is the specific structure to the outdoor and indoor activities in the mornings. The leaders' vision ensures that planning, teaching and learning are effective.

Leaders use relevant knowledge about the setting to ensure improvements in provision. Recently, this has included monitoring teaching, developing use of the Foundation Phase profile and improving children's awareness of our diverse world. They have also focused purposefully on national priorities. This includes using the Literacy and Numeracy Framework in planning to reinforce provision to improve children's skills.

The leadership, which includes the management committee, ensures that provision for children is interesting and purposeful. Although it is only a very small committee, it ensures that practitioners understand their roles in full and work diligently as a team. Supervision practices and regular evaluation of provision are stable. This system ensures that the best use is made of practitioners' expertise and that training is targeted sensibly. As a result, they define practitioners' responsibilities purposefully and provide opportunities to develop professionally through annual appraisals.

The registered person receives beneficial information about the setting's practices regularly from leaders. They meet to organise activities each week. The registered person challenges the setting regularly as a critical friend to improve provision, for example the use of ICT hardware and software and their effect on children's standards. However, the registered person is currently responsible for all jobs on the management committee.

The setting's arrangements for monitoring expenditure are not robust enough as there is no balance sheet available for the setting's funding over recent years. Although recent bank statements are available and monthly receipts correspond with them, there is not enough rigour in relation to official audits of funding over time. As a result, financial regulation is currently an important shortcoming.

### **Improving quality: Good**

The setting's quality improvement and self-evaluation processes are thorough and practitioners work well together constructively to move the setting forward. Leaders use consistent practices to monitor children's standards and the quality of provision by following guidelines and a termly timetable regularly. Self-evaluation processes consider the views of practitioners, parents and carers, the local authority and Mudiad Meithrin purposefully.

Leaders make sensible use of the local authority's systems to identify the setting's strengths and areas for development effectively. As a result, the setting's development plan corresponds correctly with the areas for improvement and derives directly from the self-evaluation process. Targets are prioritised purposefully to respond directly to any shortcomings in children's learning, provision or leadership.

Leaders and the registered person prioritise expenditure usefully, in line with the actions that have been identified for improvement. They agree on targets together and implement changes jointly effectively. They are keen to accept new ideas that are suggested by the local authority's advisory teacher and the Mudiad Meithrin officer. Leaders act on their advice regularly for the benefit of the children. This leads to beneficial improvements, such as using the Foundation Phase profile to improve assessment practices and using the outdoor area to stimulate children's learning outdoors.

### **Partnership working: Good**

The setting works effectively with a range of partners to improve children's standards and wellbeing, in addition to provision and leadership. There is sensible co-operation with external agencies, such as the local authority, Mudiad Meithrin and the local school. This very positive relationship reinforces the setting's work and provides active support with training and useful managerial documentation. Purposeful use is made of the school's facilities, which include the hall and the orchard.

The setting makes effective use of community links to support children's learning. This includes using resources in the village, such as the church, the castle and the forest, which foster children's awareness and care of their local area.

Practitioners take active steps to include parents and carers in the life of the setting. Through good use of newsletters and social media, parents and carers are informed regularly about all aspects of the setting's work. They also encourage them to express their views as parents on issues to improve the setting through questionnaires and regular discussions. The setting listens to these ideas and implements changes, for example by raising money in local supermarkets.

There are positive links with local schools, and this supports children's transition arrangements with the next stage in their learning purposefully. Arrangements for transferring personal information and assessments are beneficial to the children as they settle in their new schools.

Practitioners work and liaise with a wide range of other partners, which makes a valuable 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**

Leaders and the registered person aim consistently to improve all aspects of the setting's work by managing staff and resources efficiently. They ensure that the setting has enough qualified practitioners who are deployed intelligently, and leaders allocated resources efficiently.

Performance management systems are effective and lead to tender care, interesting learning experiences and robust teaching. This also enables practitioners to develop and share their professional knowledge purposefully. As a result, the setting is a successful learning community. A culture of effective co-operation between practitioners and other partners ensures use of the school hall and grounds.

The setting manages resources beneficially to support learning. An example of this is changing the learning areas often to stimulate children. They make regular improvements by discussing and funding plans to improve provision; for example, they have improved provision in terms of ICT resources and up-to-date apps to target children's needs.

Leaders and the registered person keep accurate records of parents' financial contributions. They ensure that use of funding has a clear effect on children's standards and wellbeing, in addition to provision. In general, expenditure is prioritised sensibly, and responsibilities and specific timescales are identified against targets in the development plan.

On the whole, the setting provides good value for money due to the robust provision and the positive effect of leaders and the registered person on standards.

## 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](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 that 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 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