



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

**A report on**

**Cylch Meithrin Talysarn  
Y Ganolfan  
Ffordd yr Orsaf  
Talysarn  
Caernarfon  
LL54 6HL**

**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:

<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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Publication Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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**Publication date: 01/09/2017**

## Context

Cylch Meithrin Talysarn is a Welsh-medium setting that meets in a cabin on the site of Canolfan Talysarn, near Caernarfon in Gwynedd local authority. The setting is open in the morning and afternoon, five days a week, and there are seven practitioners.

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

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

The leader took up the post in December 2014. The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in June 2015, and by Estyn in November 2011.

## 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 make sound progress from a starting point that is, on the whole, lower than average
- Many children develop effective literacy, numeracy and information and communication technology (ICT) skills
- Nearly all children behave responsibly and politely
- Practitioners plan a broad a stimulating curriculum that supports children's learning successfully
- Practitioners have high expectations for all children and challenge children sensibly
- Accurate assessment leads to planning the next steps in children's learning purposefully
- Practitioners provide valuable opportunities to promote children's spiritual, moral, social and cultural development
- Practitioners use the learning environment and resources successfully to meet the requirements of the Foundation Phase and children's needs

### Prospects for improvement

The setting's prospects for improvement are good because:

- The leader provides clear guidance for all of the setting's work and she has high expectations of practitioners and children
- The management committee are supportive and monitor provision intelligently
- There is a strong culture of self-evaluation and ensuring consistent improvement
- Practitioners benefit from effective training and professional development
- Successful partnerships with parents and external agencies support provision and children's learning purposefully
- The leader and management committee use the budget sensibly and prioritise expenditure effectively

## Recommendations

- R1 Improve the timing of collective sessions to maintain each child's interest
- R2 Ensure that the new process of auditing accounts each year ensures effective financial management

### **What happens next?**

The setting will produce an action plan that shows how it will address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

From a starting point that is below average, on the whole, most children make sound progress. They work together and with adults successfully to develop effective literacy, numeracy and ICT skills.

Many children use language patterns and phrases purposefully during informal play and focus tasks without being prompted by adults. They respond intelligently to practitioners' questioning during plenary sessions and when listening to stories and discussing them in pairs. Many children develop their daily use of the language well and are natural and confident speakers. They follow instructions that they are given promptly and sing Welsh songs and nursery rhymes enthusiastically.

Many children show an interest in books and consider the purpose of the pictures intelligently. They respond to the purpose of writing and the order of stories sensibly; for example, they discuss the characteristics of familiar characters, such as zoo animals, effectively. As a result, most children handle books in the reading area like confident early readers. They link actions with emotions correctly, such as recognising that the crocodile with the big, sharp teeth is the villain in the story of the monkey who is looking for friends.

Most children make marks effectively when experimenting with different media. They persevere diligently with early writing experiences, such as using chalk on walls and blackboards, coloured pens to copy shapes, and to scribble and trace lines successfully. Many explain the purpose of writing in the correct context, for example in a kitchen and an ice-cream shop, and when using their fingers to write letters in sand. A few children recognise their own names regularly and are beginning to form the letters of the alphabet and numbers that are recognisable.

Most children recognise, name and count numbers to 10 confidently with the support of an adult. They use mathematical language purposefully as they discuss and compare shapes, and pair numbers when playing bingo. A few count accurately to 15 and beyond without prompting. Many children sort different shapes and objects into coloured bowls successfully and number how many objects are in them correctly. A few children understand clearly how to begin to bond numbers to five successfully, by using their own fingers and by ordering objects.

Most children use numbers purposefully in practical activities, for example when comparing the number of two- and three-dimensional shapes that are used when building a summer house for a character from a book that was read to the children. They also count the number of trains that travel around a track and how many cars can be parked carefully in a garage car park. Most children understand differences in size when measuring objects with each other with a tape measure, and when examining worms and seeds with a magnifying glass. They explain successfully whether objects are 'big' or 'small', 'heavy' or 'light', 'above' or 'below' and 'first' or 'last'.

Most children use technology purposefully and confidently. They do so by using the interactive whiteboard, a compact disc player, electronic tablets and toys, and a computer during focus tasks and continuous tasks. As a result, their use of educational software and hardware is developing their thinking skills successfully.

Nearly all children enjoy listening attentively to music and perform enthusiastically when moving to different rhythms. They develop their physical skills well when riding bicycles and vehicles in a lively manner, and jumping from one circle to another in the outdoor area. Many children choose equipment and materials effectively to solve practical problems, for example by using glue, cardboard boxes, scissors and natural materials to build different models from litter.

### **Wellbeing: Good**

Nearly all children relate comfortably to adults and visitors as they arrive at the setting and leave. They show keen motivation towards various activities and focus purposefully on their learning. They enjoy tasks in all areas of learning, and share and work sensibly with other children. As a result, most children show positive attitudes towards new experiences, such as experimenting with water flow in troughs, and planting flowers and vegetables in the garden.

Most children are beginning to express an opinion and their personal preferences sensibly. This is evident when they decide to continue with specific tasks or start new activities of their own choosing. They are confident learners and work independently during play activities. This is evident when many of them explain thoughtfully which areas of learning include their favourite activities. They are fully confident and robust when identifying which practical tasks are of most interest to them.

Nearly all children are well-behaved and polite. They show respect when responding responsibly to adults and each other. Nearly all children listen carefully to adults, for example when brushing their teeth together and when putting on their coats to play outdoors. After using the toilet, nearly all children wash their hands thoroughly without too much prompting from practitioners. Therefore, they understand clearly that hygiene is important to maintain a healthy lifestyle.

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

Practitioners provide a broad and balanced curriculum, which reflects the Foundation Phase ethos successfully. All learning experiences target children's interests and needs effectively by providing stimulating experiences. An example of this is giving children an opportunity to buy an ice-cream from a local van to reinforce learning and themes meaningfully. Practitioners provide sensible opportunities for children to contribute their ideas towards planning during circle time.

The setting plans well to develop children's literacy, numeracy, ICT and thinking skills consistently and thoroughly. Practitioners enable children to choose suitable equipment to solve practical problems that are linked to the current theme, for example by encouraging them to create a seaside landscape with sand, shells and pebbles.

In addition, practitioners plan interesting opportunities for children to express themselves and develop their creative and expressive skills purposefully by role-playing in the kitchen and the dressing up area. They focus effectively on investigative skills in the discovery areas, such as providing opportunities to use a metal detector to find fish with different numbers on them in the sand. As a result, these activities build systematically on children's current understanding and skills successfully.

The setting's provision for developing and raising awareness of the Welsh language is very successful. Practitioners are natural and robust language models. They encourage children to use the language as much as possible through interesting activities. They challenge and question children regularly in the learning areas both indoors and outdoors. All practitioners support children who are learning the language efficiently, and challenge confident speakers to improve the standard of their language. As a result, children's understanding of the Welsh language is developing gradually, and use of the language is improving consistently. The setting promotes children's awareness of Welsh traditions, celebrations and culture successfully. These activities include celebrating St. David's Day, St. Dwynwen's Day, cooking leek soup and baking traditional cakes.

Provision to develop ICT is purposeful. The setting provides good opportunities for children to use a range of equipment, such as an interactive whiteboard, a compact disc player, a computer, and electronic tablets and toys. All practitioners challenge children successfully, and use purposeful Welsh software and educational hardware to develop their early ICT skills and their control of technological equipment.

Practitioners focus on developing children's physical skills intelligently; for example, they allow them to shake a parachute together, climb a slide, play in the garden and the willow domes, and ride bicycles and vehicles vigorously. There is also an effective emphasis on developing children's creativity by experimenting with paint, and role-playing in the mud kitchen and the 'discovery den'.

The setting makes beneficial use of visits to enrich children's learning experiences. Experiences include visits to Mudiad Meithrin festivals, the sea zoo, walks around the village to post letters, and trips to the local forest. A number of visitors visit the setting, such as officers from the emergency services and ice-cream sellers, and this provides 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 familiar with the requirements of the Foundation Phase and work together effectively to ensure that requirements are met. They provide a wide range of opportunities for children to learn through play and practical experiences, both indoors and outdoors.

Practitioners have high expectations for each child and challenge children sensibly in line with their needs and abilities. They intervene skilfully in children's play in order to ensure that they understand at individual level, and motivate them to perform at their best during focus tasks and continuous activities. Practitioners question



children thoughtfully in order to develop their communication, number, ICT and thinking skills. However, at times, they do not time plenary sessions well enough to maintain each child's interest effectively. As a result, a third of the youngest children become restless during story time and when responding to the challenges of the day.

Practitioners greet children warmly and enthusiastically when they arrive, and this enthusiasm continues throughout the session. As a result, practitioners manage children's behaviour positively and safely. This encourages children's participation and enjoyment in all activities successfully. The system of sharing responsibilities ensures that there is a constant challenge for different challenge, and this targets these children's literacy and numeracy development effectively.

Procedures for assessing children's achievements are accurate and useful. All practitioners record daily assessments regularly and consistently. They discuss sensibly with the children what they need to do to improve their work during focus tasks. Practitioners record daily evaluations and discussions effectively in children's booklets. Practitioners link evidence conscientiously to individual children's outcomes. This leads directly to planning tasks that target the next steps in children's learning successfully.

Practitioners share useful information informally with parents and carers at the end of the session. The setting provides useful booklets and reports for parents when their children leave the setting to go to school.

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

The setting provides valuable opportunities to promote children's spiritual, moral, social and cultural development. Practitioners use group discussions sensibly to encourage children to consider each other's feelings. This nurtures values such as honesty, fairness and respect towards each other successfully.

Practitioners ensure that there are regular opportunities available for children to create a calm environment, as they sit and listen to adults and other children. As a result, children take turns politely while eating their snacks in small groups. During these sessions, there are effective opportunities for children to express their preferences, as they decide on their snacks and drinks.

There are efficient arrangements to support children's health and wellbeing, including purposeful systems to promote eating and drinking healthily. As a result, children understand that fruit, vegetables and exercise are good for their bodies and their health. Practitioners provide regular opportunities for children to recycle paper, cardboard, plastic goods and food, and this develops children's understanding of sustainability effectively.

The setting uses positive behaviour strategies that eliminate any type of disruption or unacceptable behaviour. The setting is a safe environment and practitioners care diligently for 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.

There are robust arrangements for supporting any child with additional needs. Practitioners work together closely and diligently, and observe children carefully. This helps them to identify concerns that come to light effectively. They act on these by communicating with parents and receive advice from specialist agencies, such as the language therapist, to help to move forward with a specific intervention. The setting keeps formal records of additional comments to help them to track these children's progress rigorously.

**Learning environment: Good**

The setting is an inclusive community that promotes a caring ethos through all daily activities. Practitioners place a clear emphasis on acknowledging, respecting and celebrating diversity. The setting achieves this effectively by celebrating festivals from all around the world, such as Diwali and the Chinese New Year, and using dolls from different cultures in children's play.

Practitioners make sure that each child is given the same opportunity to benefit from stimulating activities in the learning areas, and are given equal access to the resources that are available. Practitioners know each one of the children well and understand and respond to children's individual needs successfully.

The setting uses its resources successfully to meet the requirements of the Foundation Phase and children's needs. Practitioners use a wide range of interesting resources effectively in continuous activities, focus tasks and opportunities to enhance learning. They enable children to use resources independently, and this develops a sense of responsibility purposefully.

The building is clean and well-maintained. The outdoor area is stimulating and includes growing and planting areas, creative areas and adventure equipment. The role-play shed enables children to act and develop their imaginative skills effectively. Practitioners use the outdoor area regularly to enrich children's experiences. They also use the local environment successfully to add to children's learning experiences, such as visits to the village and the forest.

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

The leader provides robust direction for the setting's daily and long-term routines. The setting's objectives, plans and policies focus purposefully on meeting children's needs and ensuring improvement in their standards and wellbeing.

The leader leads a team of dedicated practitioners conscientiously and she has high expectations of practitioners and children. She succeeds in encouraging them to improve sensibly and supportively. These positive practices promote and maintain improvements successfully. As a result, the leader's vision ensures that the quality of provision succeeds in improving children's outcomes.

The leader shares information about the setting's practices effectively with all practitioners, and they meet regularly to plan the curriculum and associated activities.

This ensures that all practitioners understand their roles in full and work together every day as an effective team. They also respond diligently to national priorities, such as developing literacy and numeracy strategies and using the Foundation Phase profile to have a good effect on children's skills.

The leader and practitioners work closely with members of the management committee. Regular supervision and evaluation practices ensure that the leader makes the best use of practitioners' expertise. This is extremely evident in literacy, numeracy and ICT tasks, and creative tasks.

The management committee receives beneficial information about the setting's practices from the leader. They meet to organise activities and events to raise money regularly. They challenge the setting regularly as a critical friend to improve provision. An example of this is ensuring frequent use of ICT hardware to enrich technology activities and children's learning. The management committee secures grants well in order to improve continuous provision and maintain enough practitioners to deliver an interesting curriculum. Bank statements are available and monthly receipts correspond to them. However, the process of auditing accounts each year to ensure effective financial management is new. The process has not been embedded firmly in the setting's financial regulation systems.

### **Improving quality: Good**

Processes to self-evaluate the setting's practices and actions are rigorous and leaders monitor children's standards and the quality of provision regularly. The leader makes sensible use of the local authority's systems to identify the setting's strengths and areas for improvement. The views of practitioners, parents and carers, the local authority and Mudiad Meithrin are considered purposefully. The leader acts beneficially on their advice for the benefit of the children. As a result, the leader and practitioners work together conscientiously to ensure that the setting improves itself effectively.

Targets in the development plan derive directly from the self-evaluation process and correspond correctly to the areas for improvement in the self-evaluation report. Targets are prioritised efficiently to respond purposefully to any shortcomings in children's learning or provision. The development plan includes beneficial steps and timetables to achieve the useful targets. Frequent monitoring of improvements against the specific targets evaluates the effect on children's learning effectively. A good example of this is the way in which the setting acts on first-hand evidence of the quality of teaching and learning to improve children's outcomes.

The leader and management committee prioritise expenditure successfully, in line with the actions that have been identified for improvement. This leads to useful improvements, such as implementing the Foundation Phase Profile, improving assessment practices to correspond with planning, and use of ICT equipment.

### **Partnership working: Good**

The setting has a range of effective partnerships. The leader works successfully with partners to improve provision and children's outcomes; for example, the setting's links with the community support children's learning purposefully. This includes successful fundraising events and bids for grant funding.

The partnership with Flying Start is well-established. It supports the process to create a proper starting point for children at the setting. This enables practitioners to target individuals' needs at an early stage, and use the expertise of external agencies to support individuals and specific groups of children.

The setting works purposefully with external agencies, such as the local authority and Mudiad Meithrin, for administrative support and up-to-date training. These organisations support and challenge the setting effectively, particularly on improving assessment, planning and the requirements of the Foundation Phase.

There are positive links with local schools. This supports transition arrangements well. Effective systems are used to transfer children's personal information and assessments from one organisation to the other. As a result, arrangements benefit the children as they settle at primary school.

All 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, including effective use of social media. The setting encourages them to give their views on issues to improve the setting through questionnaires and regular discussions.

Practitioners liaise and work with a wide range of other partners who make an important contribution to improving provision. These include agencies that support the setting with training in First Aid, food hygiene courses, risk assessments, developments in the Foundation Phase and child protection training.

### **Resource management: Good**

The leader focuses directly on improving all aspects of the setting's work by deploying practitioners intelligently and allocating resources thoughtfully. She ensures that the setting has enough qualified practitioners who have had relevant training to meet children's needs effectively.

Her purposeful leadership practices and the keen support of the management committee enable practitioners to develop and share their professional knowledge successfully. As a result, the setting is a conscientious learning community, in which effective co-operation between practitioners and other partners support all aspects of the setting's work. On the whole, practitioners ensure that children are able to use interesting resources to support their learning effectively, such as ICT hardware and software.

Performance management systems are efficient and ensure that the practitioners' daily work has a purposeful effect on interesting learning experiences and positive teaching practices, for example through the local authority's training on the provision of mathematical development within the setting.

The leader and management committee use the budget purposefully and prioritise expenditure in line with targets in the development plan effectively. They ensure that funding is used sensibly to improve provision and children's outcomes.

The setting provides good value for money because of the positive progress that children make from their starting points, the effective provision and purposeful leadership.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	16	12 75%	3 19%	1 6%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		79%	20%	0%	0%		
My child likes this setting.	16	11 69%	5 31%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		84%	16%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	16	12 75%	3 19%	1 6%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgyrtu'n dda pan ddechreuodd yn y lleoliad.
		86%	14%	0%	0%		
My child is making good progress at the setting.	16	10 62%	5 31%	0 0%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	19%	0%	0%		
Children behave well in the setting.	16	5 31%	8 50%	1 6%	0 0%	2	Mae plant yn ymddwyn yn dda yn y lleoliad.
		71%	28%	1%	0%		
Teaching is good.	16	10 62%	4 25%	1 6%	0 0%	1	Mae'r addysgu yn dda.
		80%	19%	0%	0%		
Staff treat all children fairly and with respect.	15	9 60%	4 27%	0 0%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		83%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	16	8 50%	6 38%	1 6%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		76%	24%	0%	0%		
My child is safe at the setting.	16	11 69%	3 19%	1 6%	0 0%	1	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		84%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	16	10 62%	4 25%	0 0%	0 0%	2	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		
I am kept well informed about my child's progress.	16	5 31%	8 50%	1 6%	0 0%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	31%	5%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the setting with questions, suggestions or a problem.	16	10 62%	5 31%	1 6%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	19%	1%	0%		
I understand the setting's procedure for dealing with complaints.	16	8 50%	5 31%	1 6%	0 0%	2	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		65%	32%	3%	1%		
My child is well prepared for moving on to school.	16	9 56%	3 19%	3 19%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		73%	26%	1%	0%		
There is a good range of activities including trips or visits.	16	10 62%	5 31%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		63%	32%	4%	1%		
The setting is well run.	16	11 69%	4 25%	0 0%	0 0%	1	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	18%	1%	0%		

## Appendix 2

### The reporting inspector

Nicholas Jones

Reporting Inspector

### 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