



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

A report on

**Cylch Meithrin Terrig
Ffordd Y Llan
Treuddyn
Mold
Flintshire
CH7 4LN**

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
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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Publication date: 22/08/2017

Context

Cylch Meithrin Terrig is a Welsh-medium setting that meets in a room at Ysgol Gynradd Terrig, in Flintshire local authority. The setting provides education and care for children between 2 and 4 years old in two-and-a-half hour sessions, five mornings a week. The setting is registered to admit up to 16 children per session. There are currently 12 children on roll, four of whom receive early years education that is funded by the local authority.

English is the main language spoken at home by many children at the setting.

Two qualified members of staff work at the setting, and the leader has been in post since May 2001.

The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in April 2017 and by Estyn in April 2011.

Summary

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

Current performance

The setting is good because:

- Practitioners provide a range of beneficial experiences for children to learn through play, based on children's interests
- The setting provides beneficial opportunities for children to develop literacy skills
- There are valuable opportunities for children to learn about Welsh traditions and celebrations
- Practitioners succeed in creating a stimulating and homely learning environment that encourages children's involvement and participation successfully
- There is an effective working relationship between children and practitioners
- The setting supports children's health and wellbeing effectively

Prospects for improvement

The setting's prospects for improvement are good because:

- Leaders have clear aims and objectives
- The leader and experienced staff convey the vision successfully
- The leader and committee work together effectively in order to improve the quality of the setting
- The improvement plan links appropriately with the self-evaluation report
- The setting takes advantage of a range of beneficial partnerships to support provision successfully
- The close link with the local school on the same site enriches provision and children's learning experiences effectively

Recommendations

- R1 Strengthen planning procedures in order to build effectively on previous learning and develop children's literacy and numeracy skills systematically
- R2 Plan purposefully to build on children's knowledge and skills through effective enhanced activities
- R3 Develop effective self-evaluation procedures in order to identify strengths and areas for development better

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?

Judgement

Standards: Judgement

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

Wellbeing: Judgement

There is no report on children's wellbeing or their participation and enjoyment in learning. This is because there were not enough relevant children present at the time of the inspection to report on without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Adequate

Practitioners provide a range of beneficial learning experiences that engage most children's interest appropriately. These include a variety of activities and learning experiences that are based on children's interests, in addition to their own ideas. Staff contribute beneficially to planning a suitable curriculum jointly which, on the whole, corresponds to the Foundation Phase principles and curriculum. Planning ensures suitable opportunities for children to investigate and discover for themselves and to foster independent learning skills. The curriculum includes appropriate use of purposeful areas indoors, in addition to planning for activities in the outdoor area. However, practitioners do not always plan purposefully to build on children's knowledge and skills through effective enhanced activities.

Practitioners plan suitably to develop children's literacy and numeracy skills. They are beginning to use their observations of children's development to adapt work appropriately; for example, practitioners plan numeracy tasks that correspond with children's counting skills. They ensure beneficial opportunities to develop children's literacy skills robustly through a range of activities and regular practice, for example by modelling common language patterns during registration and circle time, and singing familiar nursery rhymes each day. Children are given suitable opportunities to develop their information and communication technology (ICT) skills through an appropriate range of interesting learning experiences, which include using apps on a tablet computer in order to develop their literacy skills in addition to their ICT skills. However, planning does not always build systematically enough on developing children's numeracy, literacy and ICT skills during their time at the setting.

The setting provides beneficial opportunities for children to learn about Welsh traditions and celebrations, for example by celebrating St. Dwynwen's Day and St. David's Day. They use visits and visitors effectively to enrich learning experiences. A good example is the use of members of Mudiad Meithrin and the local Welsh language initiative, who visit the school to support and promote children's language development. Children also visit local businesses and organisations, which supports their understanding of everyday life in their community effectively.

Practitioners provide interesting learning experiences, which encourage children to treat people from different cultural backgrounds with respect and tolerance. A good example of this is activities and learning experiences relating to the Chinese New Year, in co-operation with Ysgol Terrig.

Teaching: Good

Practitioners have a sound understanding of the principles of the Foundation Phase and child development. They work together effectively as a team to establish a stimulating and homely learning environment that encourages children's involvement and participation successfully. The effective working relationship between children and practitioners contributes well to creating an atmosphere of co-operation and mutual respect. Practitioners model the Welsh language soundly and encourage children to practice and extend their language skills by singing and talking to them frequently. In general, practitioners use purposeful questioning and open-ended questions to develop children's language and thinking skills during their activities. They praise children for their efforts regularly and manage behaviour sensibly and sensitively.

Practitioners provide beneficial opportunities for children to learn through play, for example as they role-play in the Wendy house. In general, they ensure a suitable balance between activities chosen by children and those that are led by adults. However, they do not always take sufficient advantage of planning opportunities to reinforce and extend children's skills and understanding through effective enhanced activities.

The setting has suitable arrangements for assessing children's progress. Practitioners use the Foundation Phase profile appropriately to assess children's starting points. They record observations of children's progress methodically and comprehensively in order to track their progress and provide beneficial feedback to parents. Recently, practitioners have begun to consider their observations on children's progress in order to plan the next steps in their learning. However, they do not always make effective use of all of the information they have in order to plan purposefully and systematically for individuals' needs.

Care, support and guidance: Good

The setting supports children's health and wellbeing effectively. Practitioners promote the importance of eating healthily effectively through activities such as snack time. By encouraging children to help serve drinks and fruit, they develop their self-confidence and social skills successfully. This also contributes beneficially towards developing children's language by learning new vocabulary and conversing with each other and adults informally. The setting provides appropriate opportunities to promote children's spiritual and moral development, for example by encouraging children to discuss feelings during registration and by showing respect through a range of activities and daily routines.

It is ensured that children are given regular opportunities to exercise both indoors and outdoors. This includes making good use of all of the site's outdoor resources, in addition to the hall. This promotes children's health and fitness successfully. The

setting also works well with Ysgol Terrig to provide appropriate opportunities for children to recycle paper, plastic and cardboard. This develops their understanding of sustainability suitably.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners ensure that children are transferred safely to the care of their parents or carers.

The setting has robust processes to respond to the needs of any children with additional learning needs, as necessary.

Learning environment: Good

Cylch Meithrin Terrig has a stimulating, attractive and welcoming learning environment for children. Practitioners work well together to ensure an inclusive ethos in which all children are respected and are treated with fairness. The robust co-operation between the setting and Ysgol Terrig ensures appropriate use of all of the facilities that are available to them, including the learning room, the Foundation Phase wet area, the school hall and all of the outdoor resources. On the whole, this supports learning and teaching effectively, although practitioners do not always plan purposefully enough to make the best use of all resources.

The setting is safe and is kept clean. Colourful and attractive displays celebrate children's work and successes effectively. By planting and growing flowers in the outdoor area, children contribute successfully to making the outdoor environment more attractive, in addition to learning about how to care for plants. A good supply of resources and purposeful learning areas provide rich opportunities for children to investigate and learn for themselves. The setting has a sufficient number of staff with appropriate knowledge to teach the Foundation Phase curriculum successfully.

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

Leaders have clear aims and objectives that are based on ensuring children's happiness and the best possible care for them in a happy and homely environment. The leader and all staff are experienced and convey the vision successfully. They ensure a sound basis for children to develop their language skills in a stimulating environment. The leader has high expectations of herself and the practitioners, who understand their roles and responsibilities in full. They work well together and take advantage of suitable training and support. All practitioners receive useful feedback through effective procedures for evaluating their work annually. As a result, they act on any targets from this process, in addition to guidance and advice from external agencies. Recently, this has ensured improvements in provision, for example by implementing suitable strategies to develop children's oral language skills.

The leader and the committee work together effectively in order to improve the quality of provision and raise standards. They ensure that policies are up-to-date and make important decisions about funding and provision. The committee takes advantage of the expertise of its members; for example, the primary school's

headteacher observes sessions and the secretary acts as the setting's treasurer. They meet regularly and contribute directly to ensure that the setting acts on the advice of external agencies in order to improve provision and raise standards. Committee members also play an active part in the staff's performance management process and visit the setting regularly to discuss issues relating to provision.

The setting gives valuable attention to local and national priorities. It focuses effectively on promoting children's literacy and numeracy skills, in addition to promoting wellbeing and fitness successfully.

Improving quality: Adequate

The setting has generally suitable arrangements for identifying many of its strengths and areas for improvement. Practitioners gather the views of parents appropriately through questionnaires and use partners' monitoring reports suitably as a basis for these arrangements.

Recently, practitioners' meetings and committee meetings have focused appropriately on issues relating to provision and leadership, and act on any development points suitably. A good example of this is the way in which practitioners have ensured improvement in their practice by recording their observations of children more effectively. The committee receives up-to-date information about the setting's work from the leader and by visiting the setting. This ensures that they provide appropriate support. However, neither the leader nor practitioners monitor the provision's effect on children's outcomes rigorously enough. As a result, the setting's self-evaluation report is not evaluative enough and does not identify strengths and areas for improvement in enough detail.

The improvement plan links appropriately with the findings that are identified in the self-evaluation report. In general, it contains what needs to be improved, as well as relevant actions, responsibilities and appropriate timescales. However, success criteria and evaluations of plans are not always detailed enough, nor do they focus on children's outcomes. The setting has not addressed all of the recommendations from the previous inspection in full.

Partnership working: Good

The setting takes advantage of a range of beneficial partnerships that support provision successfully. The close link with Ysgol Terrig enriches children's learning experiences effectively. Practitioners make appropriate use of the outdoor areas, the nursery class's wet area and the school hall in order to promote children's wellbeing and fitness effectively and support other areas of learning. A good example is the beneficial opportunities that children are given when they join the nursery class each week to take part in singing sessions and circle time. They also take advantage of opportunities to work together on themes and special days, for example to celebrate the Chinese New Year and take part in the school's Christmas and St. David's Day concerts. These robust transition arrangements ensure that children are prepared well for the next step in their education.

Practitioners work effectively with the local authority's advisory teacher and Mudiad Meithrin. They act suitably on their advice and guidance, which contributes towards improving provision and children's outcomes. They also work successfully with officers from the local Welsh language initiative, who visit the setting to conduct special events to promote the children's Welshness and language skills.

Parents and carers value the staff's commitment and the working relationship between them and the children. The open door policy ensures that parents are given good opportunities to discuss any concerns they have with practitioners at a very early stage. By completing recent questionnaires, parents are beginning to offer their comments and views on the setting appropriately. Practitioners ensure that they inform parents about the setting's work and events regularly in order for them to support their children at home.

The setting makes effective use of the community to enrich children's experiences; for example, children visit the post office to learn about the work of people who help them. In addition, the fundraising activities of the committee and parents provide fun social opportunities for families in the area.

Resource management: Good

The setting has a sufficient number of practitioners with appropriate qualifications and relevant experience of working with young children. Practitioners take good advantage of beneficial opportunities to observe good practice in other settings and attend appropriate training. This has a positive effect on provision, for example in developing children's language skills. The setting has formal procedures for managing staff's performance and to support their development. This includes working with the headteacher of the primary school, who observes sessions as part of the process.

The committee manages resources effectively and ensures a good supply of learning equipment that responds to the requirements of the Foundation Phase and meets children's needs well. The committee's officers have a sound understanding of the financial situation and are beginning to manage expenditure carefully. The beneficial partnership with Ysgol Terrig ensures that the setting takes full advantage of its resources. The quality of provision and leadership ensures that the setting provides good value for money.

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 Kevin Davies	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 3 to 7 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