



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

**A report on**

**Cylch Meithrin Waunfawr  
Y Ganolfan  
Waunfawr  
Caernarfon  
Gwynedd  
LL55 4YY**

**Date of inspection: February 2016**

**by**

**Nicholas Jones  
Reporting Inspector**

**for**

**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: 29/04/2016**

## Context

Cylch Meithrin Waunfawr is a Welsh medium setting, which is located in 'Y Ganolfan', in the village of Waunfawr, near Caernarfon, in the Gwynedd local authority. The setting is open for five mornings of the week and it runs a lunch club. The setting has two members of full time staff. It shares the room with the local community and the after school club.

The setting's registration allows it to accept up to 18 children in a session. It admits children from two to four years old. At the time of the inspection, 13 children attended. The local authority funds four of them.

Nearly all the children are of white British origin and nearly all children speak Welsh as their first language. Currently, no child has additional learning needs.

The temporary leader began her post in January 2016. The Care and Social Service Inspectorate for Wales (CSSIW) last inspected the setting in June 2014. Estyn's last inspection of the setting was in November 2011.

## Summary

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

### Current performance

There are recent changes in staffing and the leader is in a temporary position. The majority of the staff and the management committee are new to their roles. The setting's current performance is adequate:

The strengths include:

- Effective provision for developing children's literacy skills
- Positive relationships between adults and children
- Diligent care provided by the staff
- The staff's very good modelling of the Welsh language
- Worthwhile partnerships with outside agencies, which support the work of the setting

The areas for improvement include:

- Developing effective planning to improve children's skills
- Using visitors to the setting to help children understand what people do within their own community
- Improving the teaching to challenge children according to their abilities
- Recording assessments consistently to move children forward to the next steps in their learning
- Improving the use of the outdoors

### Prospects for improvement

The management committee is very new to its role and many of its new practices are not established. The setting's prospects for improvement are adequate because:

- The leader's position is a temporary one and a new appointment is imminent
- The management committee is beginning to provide a clear strategic direction to the work of the setting
- The management committee and temporary leader now self-evaluate appropriately and target the current needs of the setting more effectively
- Recent developments are beginning to show improvements in provision and in children's outcomes
- All the staff are enthusiastic and have positive and practical attitudes to developing their skills and roles at the setting
- Effective support from the local authority and the Mudiad Meithrin consistently targets specific aspects that need improvements
- The setting is now addressing the recommendations of the previous inspection

## Recommendations

- R1 Ensure that the planning of themes provides continuity, progression and constant challenge for each child with regards to developing their skills, especially their numeracy skills
- R2 Improve the quality of teaching to challenge children in line with their abilities
- R3 Ensure that all staff complete assessments regularly in order that they lead directly to the next steps in children's learning
- R4 Develop and enrich the resources and experiences in the outdoor area
- R5 Establish the management committee's new systems to ensure that the strategic planning and self-evaluation impacts successfully on provision and children's outcomes
- R6 Ensure that the day-to-day leadership of the setting is operational and effective

### What happens next?

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

## Main findings

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

Not applicable

#### Standards: Not applicable

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

#### Wellbeing: Not applicable

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

### Key Question 2: How good is provision?

Adequate

#### Learning experiences: Adequate

The setting provides a range of appropriate activities for children across most areas of learning. The suitable planning meets the philosophy of the Foundation Phase. The temporary leader has continued with the earlier planning and she discusses and prepares activities daily with the other staff. However, the curriculum does not build purposefully on all children's previous knowledge and experiences. The planning does not target the needs of the older children consistently and the staff do not challenge these children effectively to perform at their best. Therefore, the planning of focus tasks does not provide continuity, progression and constant challenge for each child.

The provision for pupils' literacy and communication skills is appropriate. It enhances children's learning experiences satisfactorily. Early writing tasks in the toyshop engage children sensibly, as they note orders taken over the phone on paper. They impact on literacy standards suitably across the areas of learning. The provision for numeracy is not effective. The tasks planned to improve the children's standards of numeracy are not challenging and stimulating. The provision for information and communication technology (ICT) is effective and the opportunities to use a till, telephone, tablet and electronic toys are purposeful.

The staff make the best use of the indoor environment to encourage children to experiment with new experiences, such as rolling dough, painting their favourite toys and playing boisterously on bikes in the centre's hall. This begins to develop their thinking skills effectively.

The use of the outdoor area is not stimulating. There is no challenge for children outside because of the lack of facilities and resources belonging to the centre.

However, children have good opportunities to run around and use equipment inside the building. They also use the local park occasionally to complete physical activities.

Children visit places outside the setting such as the local school, an adventure park and the village in order to collect leaves. The planning of these activities is good in order for the children to learn about their community. Nevertheless, the children do not learn purposefully from people who visit the setting because no one visits at the moment.

The setting provides sound opportunities for children to develop their personal and cultural identity. They celebrate and learn successfully about Welsh festivals such as Saint David's day and Saint Dwynwen's day. They also research and discuss meaningfully about other cultures, such as Chinese New Year. All adults communicate very effectively with children in Welsh.

### **Teaching: Adequate**

Staff have a good practical knowledge of children's development and a suitable understanding of the requirements of the Foundation Phase. There is a positive relationship between all staff and children. Staff are beginning to develop an active role in planning the curriculum and the best use is made of their expertise. However, staff do not stimulate children successfully during focus activities to ensure that individual children are challenged appropriately in line with their abilities.

Staff co-operate effectively. They are very positive as the children arrive and they continue with this enthusiasm throughout the session. All children choose sensibly between adult-led activities and child-led activities. However, at times, staff intervene too much and they do not allow children to develop their independent skills successfully.

Staff manage children's behaviour positively, safely and efficiently. Staff model Welsh very well in order to develop children's communication skills. Staff encourage children to evaluate sensibly as they discuss the weather and recount the days of the week. In the building, staff provide an interesting environment generally, which ensures effectively that all children take part and enjoy. However, the teaching in the open air is not stimulating.

Appropriate assessment procedures exist. Staff complete the records of children's achievements suitably. However, the assessment system is new to the current staff and temporary leader. Therefore, the assessments do not lead at the moment, with enough detail, to individual children's targets and the next stages in their education. The setting informs parents and carers well about their children's achievements. The information is available to them at any time.

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

The setting provides positive opportunities to promote children's spiritual, moral, social and cultural development. For example, staff foster values such as honesty, fairness and respect sensibly, through consistent opportunities for children to reflect, discuss feelings, say thank you and pray at the end of the session.

Staff do not allow children to serve each other drinks and distribute fruit at the dining tables at the moment, however a 'daily helper' system is due to start soon under the guidance of the temporary leader. Nevertheless, staff encourage children effectively to take turns politely during snack time. The setting has the appropriate arrangements to promote healthy eating and drinking. Suitable arrangements exist to support children's health and wellbeing, which influence children's learning purposefully. These include the use of the centre's hall for physical activities and occasional opportunities to plant vegetables in compost bags. The setting provides good opportunities for the children to recycle food, paper, cardboard and plastic bottles. This develops their understanding of sustainability effectively.

The setting uses positive behaviour strategies, which removes any form of disruption or aggressive behaviour. Although many staff are new to their roles, they have suitable qualifications and extensive experience of working with young children. The adult to child ratio is favourable. The setting uses staff expertise effectively in supervising activities. Children are happy and secure in the company of the adults at the setting and every child asks for help and support when needed.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. The setting is safe, the outer door is bolted and only a member of staff opens it. No one can come in and a child cannot leave unaccompanied. The staff take care when children are collected from the foyer. The staff ensure that the children are under the care of their parents or familiar carer at the end of each session.

The setting records children's learning needs appropriately during their time at the setting. The setting reviews children's progress regularly. Therefore, the setting targets children well with additional support when needed. The staff discuss these with appropriate agencies. The temporary leader is the additional learning needs co-ordinator and she is familiar with the procedures necessary to support children.

### **Learning environment: Adequate**

The setting is an inclusive community where all children have equal access to the areas of learning and equipment. Staff know the children well and their individuality is recognised. Every child has equal access to a suitable curriculum inside the building. The setting promotes a positive ethos through the daily activities and the approach adopted by the staff. Everyone places a clear emphasis on recognising, respecting and celebrating diversity by using dolls from different cultures.

The setting uses its resources appropriately inside the building to meet the requirements of the Foundation Phase and children's needs. Children are encouraged constantly to move freely around the areas of learning and to participate in various activities. However, the provision of resources and experiences in the areas of learning is limited due to the confines of the room and the need to set up and clear away the equipment daily. Nevertheless, the resources offered are accessible to children, which promotes successfully the children's sense of responsibility in caring for equipment. Continuous activities, focus tasks and opportunities to enrich learning share resources adequately.



The building is of a suitable quality, safe and well maintained. However, the setting does not have an effective outdoor area due to the lack of facilities at the centre. The setting uses the large hall suitably for physical activities. The staff use the nearby park occasionally to promote children's outdoor physical development satisfactorily.

There are appropriate opportunities for children to use compost bags to grow plants occasionally, however this provision is not a regular feature of the setting's provision. The opportunities for children to learn how plants grow and how to care for them are not well established.

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

The temporary leader and the management committee have recently begun to use relevant information about the setting efficiently, which is beginning to initiate improvements in the quality of provision and children's outcomes. However, due to the current uncertainty about the long-term leadership of the setting, the setting's strategic direction is satisfactory. The changes have not had enough time to impact fully on raising the quality of provision and to target improving children's outcomes effectively.

The temporary leader has begun to promote and sustain improvements. At the moment, she manages teaching and learning appropriately. There are recent and significant changes in the leadership structure and management committee, as a result, the setting ensures that the outcomes for children are satisfactory at the moment.

The temporary leader and the management committee ensure that staff understand their roles fully and they work together diligently as a team. They use the guidance of outside agencies such as the local authority and the Mudiad Meithrin effectively. The caring leadership motivates staff towards improvements in positive, sensible and supportive ways. The temporary leader, staff and management committee are beginning to plan purposefully to provide appropriate experiences for children inside the building.

The management committee has a better focus by now on ensuring progress against the setting's priorities. The development plan is a working document, which targets the management committee's role as a key priority. There are now clear priorities for improvement, identified through realistic self-evaluation procedures. These developing processes are beginning to ensure that resources are available to meet the improvement objectives. This includes effective financial management and improving ICT and numeracy provision.

The staff receive relevant and appropriate training from the local authority and the Mudiad Meithrin, which is impacting positively on the quality of provision. Their support has guided the temporary leader and the management committee sensibly throughout a period of significant changes at the setting. Policies are now operational and the setting meets local and national priorities suitably, such as implementing the requirements of the Foundation Phase.

### **Improving quality: Adequate**

The self-evaluation process is new to the temporary leader and the management committee. As yet, the setting does not take account of the views of children and their parents and carers. The support of the local authority and the Mudiad Meithrin is beginning to affect the process beneficially. This is supportive to the development of the setting. As yet, the management committee and temporary leader have not had enough time to show the effect of their work on improved provision and children's outcomes through the adoption of different strategies and the valuable advice from others. Therefore, the process of improving quality is satisfactory.

Nearly all staff are knowledgeable about the setting's current work. The temporary leader and the management committee have now established more consistent procedures to monitor children's standards and the provision. Working together effectively on a daily basis achieves this. The temporary leader and the staff share ideas sensibly. The management committee uses funding effectively for resources and efficient staffing. However, many of the staff are new to their roles and the role of permanent leader remains vacant.

The areas for development are recognised consistently well by now such as improving the continuous provision. The management committee have now taken the necessary steps to implement change appropriately. There are clear links between the self-evaluation and the targets of the development plan, which focuses on improvements in the setting. Therefore, a positive culture of self-evaluation is beginning to influence the setting's work. However, a few recommendations from the previous report remain as areas to develop.

Staff are open to new ideas and are willing to experiment with different ways of working. For example, they are due to begin using the local authority's new assessment system and they have recently received training regarding its use. The staff are receptive to new ideas, suggested by the local authority's advisory teacher and the Mudiad Meithrin. For example, the local authority's recommendations on how to improve the self-evaluation, through grading the setting's work against specific criteria, are beginning to affect the quality of learning experiences and teaching. This is beginning to have a positive effect on children's learning and wellbeing.

### **Partnership working: Good**

Stable partnerships contribute effectively to the wellbeing of children at the setting. Staff take active steps to involve parents and carers in the life of the setting. For example, the setting invites parents and the local community to fund raising events. The setting informs parents and carers regularly about the setting's themes and activities.

Parents and carers, in the answers to the questionnaires and in discussions, express their satisfaction with the setting. They appreciate the standards of care and quality of education available. They delight in the open door policy and the opportunities to meet staff on a daily basis. Therefore, the relationships between children, parents and carers and the staff are very positive. This contributes successfully to the positive sense of community that belongs to the setting.

Links with the local school are well established. There are effective arrangements for transferring assessment information and the setting visits the school to share in concerts and sporting activities. A positive agreement also exists with the school on the use of centre's hall.

The support provided by the Mudiad Meithrin benefits the setting, through implementing policies and the advice to the management committee. The strong co-operation between the local authority and the setting is very beneficial to the development of the setting. A positive relationship exists with both agencies. By now, their advice and suggestions help move the setting forward and contribute well to the developing provision.

The staff work efficiently together and share information regularly about children orally. They know whom to contact if they need additional support for children. They use these contacts to support children's learning when needed and after discussions with parents and carers.

### **Resource management: Adequate**

The management committee has not yet secured a permanent leader for the setting. The appointment is imminent. By now, the management committee aims appropriately to improve all aspects of the setting's work. However, this is at its early stages of development. A professional learning community is developing within the setting. This is now enabling staff to begin developing and sharing their professional knowledge more effectively.

The strategic planning is now beginning to target the needs of the setting more effectively. Even though many complications over recent times have affected staffing, the temporary leader and the management committee have succeeded in ensuring that the setting has enough qualified staff with appropriate training to maintain the community provision.

The setting manages its resources satisfactorily to support learning and to create improvements in the setting. The management committee has a sound understanding of its budget by now. The committee manages the setting well by now. It now prioritises its spending in line with the targets for improvement purposefully. The setting ensures that the use of money is beginning to have a direct impact on children's achievements and wellbeing.

The setting provides adequate value for money because of the important areas that need developing in the leadership and the provision.

## 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.	10	8 80%	2 20%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	10	9 90%	1 10%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	9	8 89%	1 11%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	10	8 80%	2 20%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn y lleoliad.
		81%	19%	0%	0%		
Children behave well in the setting.	9	7 78%	2 22%	0 0%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	1%	0%		
Teaching is good.	9	7 78%	2 22%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	9	9 100%	0 0%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		84%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	9	6 67%	3 33%	0 0%	0 0%	1	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		76%	23%	0%	0%		
My child is safe at the setting.	10	9 90%	1 10%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	9	6 67%	3 33%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		
I am kept well informed	10	4	5	0	1	0	Rwy'n cael gwybodaeth

	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	
about my child's progress.		40%	50%	0%	10%		gyson am gynnydd fy mhlentyn.
		63%	30%	6%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	9	8 89%	1 11%	0 0%	0 0%	1	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	10	5 50%	3 30%	0 0%	2 20%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		65%	31%	3%	1%		
My child is well prepared for moving on to school.	9	6 67%	3 33%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		74%	25%	1%	0%		
There is a good range of activities including trips or visits.	10	5 50%	3 30%	2 20%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		63%	32%	4%	1%		
The setting is well run.	10	7 70%	2 20%	1 10%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

## 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 which 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 which 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.