



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Cylch Meithrin Llangwryfon
Neuadd Santes Ursula
Llangwryfon
Aberystwyth
Ceredigion
SY23 4HA**

Date of inspection: 9-10 May, 2012

by

Dorothy Morris

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:

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

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Context

Cylch Meithrin Llangwryfon was established over thirty years ago. It is based in the Santes Ursula Hall in the village of Llangwryfon near Aberystwyth. The children who attend the setting live in the village and the surrounding areas. The area is described as neither advantaged nor economically and socially disadvantaged.

The setting caters for children between two and four years of age for four sessions a week during term time. It is open between 9:00 and 11:30 in the morning. During the inspection, there were seven children aged three on the register. Three children attend all the sessions. Most children come from homes where at least one parent speaks Welsh. At present, there are no children from minority ethnic backgrounds. The setting caters for children with additional learning needs and suitable support arrangements are in place.

There are four experienced practitioners. Two hold relevant qualifications in the education and care of young children. The setting leader was appointed to her post in 2006 and is supported by two members of staff who work on a part time basis. One member of staff is employed to support one child.

The setting was last inspected by Estyn in February 2006 and by the Care and Social Services Inspectorate Wales in November 2011.

Summary

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

Current performance

The setting's current performance is good because:

- the children make appropriate progress in their learning;
- the children have good attitudes to learning;
- the interesting curriculum gains children's interest;
- the teaching overall is good;
- there is a suitable focus on developing children's communication skills; and
- the children are offered good quality care in a warm learning environment.

Prospects for improvement

The setting has good prospects for improvement because of:

- the lead practitioner's conscientious leadership;
- the practitioners' hard work and commitment;
- the positive attitudes to professional development and training;
- the improvement plan includes appropriate targets to develop the provision;
- the purposeful support and guidance of the registered person; and
- the effective partnership with the primary school, parents and the community.

Recommendations

In order to develop further, the setting needs to:

- R1 strengthen the planning to ensure that children's skills are developed consistently across the areas of learning;
- R2 structure tasks further to extend children's skills, particularly those of the older children;
- R3 develop the input of all practitioners to assessment processes, and make greater use of the information gathered to support the teaching and learning;
- R4 develop management and self-evaluation processes further.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Not applicable

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Adequate

The practitioners provide a wide range of experiences which gain children's interest consistently. The activities are based on themes which are appropriate for the children's age range. More structured planning, making full use of curricular frameworks reflecting the requirements of the Foundation Phase curriculum, continues to develop. Overall, the planning does not ensure the consistent development of children's skills across the areas of learning.

Appropriate activities are provided to develop children's communication, number and, to a lesser degree, their information and communication technology skills. During group activities, there are suitable opportunities for children to practise listening and speaking, look at books and use their marking skills for a range of purposes. There is consistent emphasis on developing their personal and social skills which assists them to form good relationships with other children and adults. The information and technology equipment available for children is limited in range and quantity.

There is consistent encouragement for children to use their Welsh communication skills in their learning and play. The practitioners communicate constantly with the children and introduce new vocabulary. Children's awareness of the traditions and celebrations of Wales is developed effectively through activities which include celebrating St. David's day and Santes Dwynwen's day. They also have suitable opportunities to learn about other people's cultures and traditions through activities such as celebrating the Chinese New Year. Activities including discussing aspects of people's lives in Africa are beginning to develop the children's awareness of the wider world.

The opportunities to grow and care for plants, to observe the features of each season and their involvement in recycling activities promote children's awareness of the importance of caring for the environment and all living things.

Teaching: Good

The practitioners have a developing knowledge of the requirements of the Foundation Phase curriculum. They use an appropriate range of teaching approaches and suitable resources to support the learning. Overall, there is an appropriate balance between activities which are chosen by the children and those led by the practitioners. The focussed tasks are not always sufficiently structured to extend children's skills, particularly those of the older children.

The practitioners know the children well and there are established arrangements to assess and record children's progress across the areas of learning. Nevertheless, there are insufficient opportunities for all the practitioners to contribute to the process in order to make the best use of the information gathered to support the teaching and learning. Parents are kept regularly informed about their children's progress through

informal discussion and appropriate written reports. Transfer forms are completed appropriately and forwarded to the primary school. During activities, the practitioners intervene purposefully to ensure that children receive relevant support.

Care, support and guidance: Good

The setting has suitable policies and arrangements to support children's health and wellbeing. The induction arrangements, including the daily links with parents, ensure that children settle well into the setting. The practitioners are caring and supportive of all the children.

There are effective arrangements for supporting children with additional learning needs. Children's needs are identified early and purposeful provision is made. The close links with the local authority and specialist services ensure suitable advice and support is available.

The setting has an appropriate policy and has procedures for safeguarding. The staff have received training and are aware of the requirements. Risk assessments are undertaken appropriately.

The range of learning experiences promotes children's personal development, including their spiritual, moral, social and cultural development, effectively. Values, such as fairness and kindness, and an understanding of what is right and wrong, are fostered consistently through day-to-day activities and circle time.

Learning environment: Good

The setting is an inclusive community where children receive equal access to the curriculum and to all the activities provided. Practitioners succeed in creating a warm and welcoming environment for children. They consider and value children's different backgrounds and respond appropriately.

The setting has an appropriate number of practitioners with relevant experience and qualifications. The accommodation is of good quality and offers suitable facilities. It includes a large room, kitchen, toilets, and a small fenced outdoor play area. Storage is limited. Space is used effectively, including the outdoor play area, to offer children regular opportunities to investigate and play. There is appropriate use of samples of children's work to create an attractive environment.

Overall, there are sufficient resources which are used effectively to support the learning. There is suitable use of the community, such as visits to the post office, as part of the theme being studied. There are valuable opportunities for children to take part in community events such as 'Y Cwrdd Bach' and the primary school's sports day.

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

The practitioners have strong personal values and are committed to children's development and wellbeing. They understand their roles and work conscientiously. Under the guidance of the lead practitioner, there is a clear structure to the daily sessions with a clear role for each practitioner. Specific responsibilities are allocated to individual practitioners, such as leading mathematical activities. Suitable policies are in place and implemented appropriately. The practitioners discuss generally, but more formal arrangements for managing and planning provision continue to develop.

The management committee is supportive of the setting and practitioners. It meets regularly and the minutes of meetings are used as a basis for further planning. There is an effective working relationship with the responsible person who is a regular visitor. The setting benefits from her support and guidance. Appropriate procedures are in place to appraise the work of the practitioners and to identify their further professional development needs.

With the support of the link teacher, the practitioners give suitable attention to national and local priorities including implementing the Foundation Phase curriculum, and promoting children's Welsh language skills.

Improving quality: Adequate

Aspects of provision are regularly discussed and monitored by the local authority link teacher. Detailed guidance is offered and relevant strategies implemented. The practitioners are open to new ideas and improvements are evident in aspects such as the organisation of activities.

The self-evaluation report offers a balanced view of the setting. The improvement plan arising from this includes appropriate targets for the further development of the setting with a timetable and specific responsibilities identified. The plan is beginning to be implemented, but the observations on the progress made are limited.

The practitioners have a general understanding of the setting's main strengths. Their knowledge of monitoring processes, such as discussing aspects of provision and planning improvements collaboratively, is less developed.

The practitioners have extensive experience of working in the setting and during this period they have attended suitable courses on a range of aspects on the education and care of young children. They make suitable use of the training received in aspects such as developing children's mathematical skills. There are some opportunities for practitioners to discuss and share ideas with other settings and practitioners during training days.

Partnership working: Good

Partnership working contributes effectively to children's development and well-being. There is a close partnership with parents and relevant information is provided through the notice board and newsletters. Practitioners are regularly available at the beginning and end of each session.

The close partnership with the registered person provides a good basis for the further development of the setting. The regular visits of the link teacher lead to improvements in the setting's work. Aspects of provision are discussed further with the Mudiad Ysgolion Meithrin support officer. There are appropriate links with the local primary school through visits by the children and discussions with the staff.

The setting has good links with the community which support children's learning. There is successful use of the links with local agencies and organisations to raise money for the setting and for charities.

Resource management: Good

The setting is appropriately staffed and regular training opportunities are ensured. Generally, there are sufficient resources to support the learning and teaching. The setting makes full use of the accommodation and its facilities.

The setting leader and management committee have a clear understanding of the budget and prioritise spending according to the setting's needs. Additional funding is raised through the good efforts of the management committee, parents, practitioners and the community. Overall, the setting offers good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

There is no commentary on the parent questionnaires due to the small number of responses received.

Responses to discussions with the children

The children are happy in the setting and join in the activities enthusiastically. A few children speak readily about their favourite activities.

Appendix 2

Dorothy Morris

Reporting Inspector

Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.uk)

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	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
Early Years Development and Childcare Partnership (EYDCP)	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.
Foundation Phase	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.
Foundation Phase child development assessment profile (CDAP)	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2013.
Local authority advisory teacher	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
Mudiad Meithrin	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.
National Childminding Association (NCMA)	This is a professional membership association working with registered child minders to ensure local high quality home-based childcare, play, learning and family support.
National (NDNA)	This organisation which 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.

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