



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 Bodedern
Y Caban
Ysgol Gynradd Bodedern
Bodedern
Ynys Môn
LL65 3TL**

Date of inspection: April 2012

by

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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:

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 Bodedern was established in the village over twenty five years ago as part of the provision of the Ynys Môn Children and Young People's Partnership. It provides pre-school education through the medium of Welsh for the children who live in Bodedern and the surrounding area. The setting meets in a cabin on the premises of Ysgol Bodedern There is also an enclosed play area outside.

In the view of the setting, the area it serves is neither prosperous nor economically nor socially deprived. Children of all abilities and backgrounds are accepted to the setting. During the inspection, there was a very small number of children with special educational needs at the setting.

The setting provides two and a half hour sessions on four mornings a week as well as three two and a quarter hour sessions on three afternoons. The number of sessions attended by individuals vary according to parental wishes. At present, there are eight three year old children registered at the setting and six of them are funded by the Partnership.

The majority of the children speak Welsh at home. No child is learning English as an additional language. Welsh is the setting's main medium of teaching and learning.

Two full time practitioners and one part time practitioner support the children's education. All of them are appropriately qualified to teach the early years.

When the children have finished their time at the setting, they continue with their education at Ysgol Gynradd Bodedern.

The setting was last inspected by Estyn in June 2005 and by the Wales Care and Social Services Inspectorate in February 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 principles of the Foundation Phase are strongly reflected in the quality of the curriculum;
- teaching is good and practitioners provide interesting learning experiences across all areas of learning;
- the setting's inclusive ethos creates a stimulating environment where every pupil can develop positive values and attitudes;
- the quality of the care, support and guidance are good, and
- the setting provides good value for money.

Prospects for improvement

The setting's prospects for improvement are good because:

- the strong sense of purpose created by the leaders promotes and maintains effective improvements;
- robust arrangements have been established to maintain good practice and to implement change;
- practitioners are willing to attempt different ways of working, and
- the setting is developing well as a strong learning community.

Recommendations

In order to improve further, the setting needs to:

R1 make more use of assessment outcomes to plan for the future:

R2 ensure that self evaluation leads to discernible improvements in standards and provision, and

R3 continue with its efforts to establish a management committee.

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?	
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There is no report on children's progress, standards in their skills development, Welsh language and welfare. 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
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Learning experiences: Good

The principles of the Foundation Phase are strongly reflected in the quality of the curriculum provided for the children. Through joint planning, practitioners successfully provide a wide range of interesting and motivating activities which encourage the children to learn effectively and to make good progress across all areas of learning. The curriculum builds systematically on current knowledge, understanding and skills as children progress through the Foundation Phase.

The wide range of learning experiences indoors and in the outdoor area encourage children to form close relationships with adults and other children, to take risks and to experiment with new experiences. The regular opportunities that they are afforded to make decisions and to investigate their environment enable most of the children to make good progress towards becoming independent learners.

Through specific planning, the practitioners ensure that children acquire literacy, numeracy, information and communication technology and thinking skills across the areas of learning. During large group sessions, children are encouraged to listen intently to other children's contributions, to ask questions and to talk about matters that are important to them. During circle time, children are encouraged to join in rhymes and songs and they are afforded regular opportunities to follow stories that are read to them by a practitioner. When they play indoors and outside, the children are encouraged to experiment with mark making for a wide range of purposes.

The provision to promote the Welsh language and the Welsh dimension is good. The regular use of Welsh by the practitioners and the children is a prominent feature of the setting.

The children take an active role in the setting's recycling arrangements. By celebrating Welsh festivals and traditions, the children develop their personal and cultural identity effectively. The setting provides interesting opportunities, such as celebrating the Chinese new year, to raise the children's awareness of other cultures.

Teaching: Good

Practitioners have sound knowledge and understanding of the Foundation Phase, and they have high expectations for the children's learning. They prepare interesting learning experiences across all areas of learning and use a good range of learning strategies which ensure that children of all abilities are involved and interested. The practitioners know when it is appropriate to intervene in the children's learning and they do so sensitively and skilfully to encourage children to challenge themselves as they learn. Through careful planning, the setting creates an appropriate balance between activities selected by the child and practitioner lead activities. The practitioners make imaginative use of a variety of resources to gain the children's interest and to improve learning. Assistance provided by adults is clearly focussed and the practitioners make a substantial contribution to the quality of the children's learning.

Children's progress and wellbeing are assessed and tracked in detail across the areas of learning. The assessment for learning strategies adopted by the setting recently have enabled practitioners to make better use of assessment information to plan the next steps in the children's learning. At present, these arrangements are at an early stage of development.

The practice of involving parents in their children's assessments ensures that the parents are aware of their children's progress and what they can do to help their children to improve.

Care, support and guidance: Good

The setting has well established policies and procedures to help children to achieve their physical and emotional health and welfare. The children eat healthy foods during snack breaks. The setting makes effective use of the outside area to promote the children's physical development and fitness. During their daily contact with the children, the practitioners strongly emphasise the need for everyone to be kind to each other, to be honest and fair and to behave in a responsible way. This helps children to a significant extent to learn how to differentiate between right and wrong. The regular opportunities children are given to undertake responsibility and to make their own choices about their learning contribute significantly towards their personal and social development. The thorough work the setting has done in working towards the Stage 2 Healthy School Scheme has made a substantial contribution towards these aspects.

Practitioners know the children well and provide clear guidance for them during sessions. They know how to access professional assistance such as that of the educational psychologist or the speech therapist.

The effective induction arrangements help children to settle down quickly and with ease in the setting. The provider has an appropriate policy and has procedures for safeguarding.

The setting notes children's learning needs in detail when they start and ensure that these needs are satisfied. The support and assistance provided for children with

additional learning needs is effective and enables these children to make appropriate progress in their learning and to develop key personal and social skills.

Learning environment: Good

The setting is an inclusive community where every child has an equal access to all areas of learning and activities provided. There is a strong emphasis on developing tolerant attitudes and on ensuring that children and members of staff are free from any harrassment. The setting has enough practitioners who possess sufficient knowledge and expertise to teach every aspect of the Foundation Phase curriculum. The stimulating environment created in the setting enables every child to take full advantage of his or her learning experiences and to develop positive values and attitudes.

There is generally a good supply of good quality resources in all the areas of learning and these are carefully matched to every individual's development and learning needs. The resources in the outdoors area and in the community are used appropriately to enrich the curriculum and to support learning in the classroom. The building and the accommodation are of good quality and are used extensively.

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

The strong sense of purpose created by the leaders promotes and maintains effective improvements. The teaching and learning are well managed and the setting's policies are implemented effectively. There are high expectations for ensuring quality and challenging staff positively. The setting uses the staff evaluation system appropriately in order to ensure consistent performance and to recognise professional development requirements. The practitioners work together very closely as a team and share agreed values as regards learning, behaviour and relationships. They ensure that the Foundation Phase and other national priorities are presented successfully. The relationship with children, parents and the primary school close by are very positive and make a substantial contribution towards creating a sense of community.

Despite all the leaders' efforts to establish a management committee, they have not been successful in recruiting any parent to undertake the work. However, a small team of staff, which includes the primary school's head teacher has been established to undertake the setting's management duties. This group performs its work effectively.

Improving quality: Good

The leaders know the setting well, they self evaluate regularly and investigate ways of improving. The setting has firm arrangements to maintain good practice and to implement change in areas that need improving. Self evaluation pays careful consideration to parents' views and benefits substantially from the professional advice provided by the local authority support teacher.

The setting's self evaluation report is of good quality and the information is used effectively in order to implement strategies for improvement. However, at present, the current self evaluation arrangements have not been operational for a sufficient length of time to give rise to substantial improvements in standards and provision.

The practitioners receive strong support through a programme of continuous professional development provided mainly by the local authority. This had enabled them to acquire new knowledge and skills and to present the Foundation Phase successfully. The training sessions also provide them with valuable opportunities to share their practice with practitioners from other settings.

The setting is developing well as a strong learning community. The practitioners are very open to new ideas and they are willing to attempt different ways of working and to share knowledge and ideas amongst themselves.

Partnership working: Good

A wide range of partnership activities contribute well to the children's achievements and welfare. The parents are informed regularly about every aspect of the setting's work and the leaders avail themselves of every opportunity to include the parents in their children's education. The practitioners work together very well, share information about the children and know whom to contact and when and if children need additional support. The setting makes appropriate use of resources and community links to support the children's learning.

A productive partnership that was established recently with the primary school's Foundation Phase teacher has given rise to improved co-operation and has benefitted the children. Productive links have also been formed with a number of educational institutions and agencies.

Resource management: Good

The setting is appropriately staffed to teach the curriculum effectively and members of staff are deployed effectively to make the best use of their time, their expertise and their experience. There are appropriate arrangements to satisfy staff development needs which ensure that the staff have current knowledge of developments in the Foundation Phase. Resources are well managed. The leaders possess thorough understanding of their budget and they prioritise spending in line with the setting's development needs. Spending decisions are carefully evaluated by the leader to ensure that they have a positive impact on the children's standards, progress and wellbeing. The setting provides good value for money.

Appendix 1

Stakeholders' satisfaction report

Responses to parent questionnaires

The very few parent questionnaires received expressed positive views about the setting.

Responses to discussions with children

Children say that they are happy in the setting and are confident to turn to any adult to ask for advice and support.

Appendix 2

The reporting inspector

Mr Wil Williams	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.uk)

If available, the data report can be found on our website alongside this report.

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 partnership's 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 2012.
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 childminders 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.