



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

A report on

**Cylch Meithrin Bronllwyn
Colwyn Road
Gelli
CF41 7NW**

Date of inspection: June 2018

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 Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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Context

Cylch Meithrin Bronllwyn is a Welsh-medium setting. It meets in a self-contained building in the village of Gelli, in Rhondda Cynon Taf local authority. The setting provides education five mornings a week between 9.15am and 3.15pm during term time.

The setting is registered to admit up to 24 children at any given time, and admits children between two and four years old. Currently, nearly all of the three-year-old children receive funded early years education. Nearly all children come from white British backgrounds and very few speak Welsh as their first language. There are currently no children with additional learning needs.

The setting employs seven qualified practitioners, including the leader and manager. The leader began in post in September 2017.

The setting was last inspected by the Care Inspectorate Wales (CIW) in January 2018. This is the setting's first Estyn inspection.

Summary

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

Current performance

The setting's current performance is good because:

- most children achieve consistently and soundly in their literacy, numeracy and information and communication technology (ICT) skills
- nearly all children show excellent motivation and interest in their learning and their willingness to learn
- nearly all children behave exceptionally and to a high standard
- practitioners plan methodical and intelligent learning experiences to challenge children purposefully
- the practitioners' excellent teaching is masterful and has an exceptionally successful effect on children's wellbeing
- provision for the Welsh language is effective
- the practitioners' diligent and sensible care creates a happy, engaging and industrious environment
- the stimulating learning environment, both indoors and outdoors, engages children's interest purposefully

Prospects for improvement

The setting's prospects for improvement are good because:

- the manager and leader set a robust and clear direction for the setting's work
- regular self-evaluation procedures lead to setting useful and appropriate targets
- practitioners are keen to develop professionally and attend purposeful training by external agencies
- the conscientious use of support services, such as the local authority and Mudiad Meithrin, supports provision and leadership successfully
- the setting has beneficial partnerships with parents and carers, the community and the local school
- the sensible and purposeful use of funding ensures that improvements in provision have a very positive effect on children's outcomes

Recommendations

- R1 Ensure that the management committee's monitoring and evaluation practices are rigorous and regular
- R2 Create a robust link between the outcomes of self-evaluation and the targets in the development plan

What happens next?

The setting will produce an action plan to show how it will address the recommendations. Estyn will invite the setting to prepare a written case study, describing the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Most children make good progress in their skills from their starting points, which are lower or similar to the expected average. They achieve consistently over time in their literacy, numeracy and ICT skills.

Many children understand and respond to language patterns and phrases effectively, with encouragement from adults, during informal play, when singing during plenary sessions and when discussing the letters in their names. For example, they discuss the hamster's favourite fruit and vegetables when putting strawberries in his cage. They also consider the differences between African and Arctic animals confidently. A few try to create simple sentences when building on their awareness of specific language patterns, when praying and when asking politely for a drink and snack around the dining tables.

Most children show an interest in books and enjoy their contents. They discuss characters and events confidently with adults and peers and handle books like natural readers. Most children sit quietly and follow stories that are read to them intelligently. As a result, they share stories with each other, respond with interest to the content of a story and explain how characters, such as a fairy, fly.

Many children make marks purposefully. They enjoy early writing experiences and use various media well. They experiment with paint, chalk, crayons and their fingers in shaving foam to make patterns and the letters of the alphabet in question during focus tasks. As a result, a majority of children recognise their own names correctly and are beginning to form the letters of the alphabet and numbers under the guidance of a practitioner. Many children explain the purpose of writing in the correct contexts, for example when making marks on paper to record an order in the shop, and animal owners' details in the veterinary surgery.

Many children use mathematical language effectively and in correct contexts. They count, identify and name numbers up to five confidently. A few children count past ten intelligently when placing objects in order on the builder's bench, placing cars in the garage and picking up different fruit with tongs to sort them by type and size.

Most children choose relevant equipment and materials to solve mathematical problems successfully. They fill buckets enthusiastically from the sand pit and discuss 'empty', 'half full' and 'full' correctly. They also work together diligently when preparing a cake in the mud kitchen and create original tunes by hitting cooking utensils in the outdoor area.

A majority of children understand the difference between moving up, down and around equipment, such as balance beams and stepping stones. They also group different types of objects by size, shape and colour correctly, particularly when building towers with bricks in the construction area. Many children compare two- and three-dimensional shapes correctly. Examples of this include explaining that a circle and square are flat on paper but are round like a ball and a cube when describing a sphere and a dice, in that order.

Most children are beginning to use technology effectively by using electronic tablets and through tasks that include electronic toys, cameras and a laptop. They also use educational software and apps to develop their ICT skills and fine motor skills purposefully.

Most children develop effective thinking and creative skills through interesting activities, and this has a positive effect on their learning and the standards that they achieve. For example, they match animals to their offspring successfully and play number bingo enthusiastically and correctly.

Nearly all children enjoy listening to music and respond enthusiastically to familiar Welsh nursery rhymes and songs. Most children use their physical skills effectively, for example as they ride bicycles and vehicles, throw and catch balls confidently and dance energetically.

Wellbeing: Excellent

Nearly all children relate excellently to adults and visitors as they arrive and leave the setting and during their time there. They show motivation and resilient perseverance in their learning, and nearly all concentrate diligently and conscientiously during tasks. They are very keen listeners and learners, and respond masterfully to challenge and support from practitioners while they are being taught.

Nearly all children enjoy the stimulating activities in all areas of learning, and they share and work excellently with other children. They display attitudes that are far beyond expectations towards new and challenging experiences, for example as they create pictures to reflect their investigative work with tadpoles and frogs.

Nearly all children are confident learners and work wholly independently during play activities to solve the challenges that are set for them. They make very thoughtful choices about which areas of learning include their favourite activities. These include role-playing as a builder with a cement mixer in the construction area, and treating injured animals in the veterinary surgery.

Nearly all children explain clearly and enthusiastically which practical tasks are of most interest to them. They take pride in their ability to explain in detail the things that motivate them to succeed while striving enthusiastically during tasks. This is evident when they decide to continue with a specific task or start a new activity of their choice. As a result, nearly all children are beginning to express their personal views and preferences confidently. This can be seen clearly as they provide meaningful input on the content of themes and as they plan displays of their work with practitioners.

Nearly all children behave excellently and are extremely polite. They are very respectful when responding to adults and each other, which contributes to a productive and inclusive ethos. Nearly all children listen attentively and sensibly to adults, for example when they line up to put on their aprons, and wash and dry their hands before snack time. After using the toilet and messy play, nearly all children wash their hands thoroughly without being prompted by practitioners. This reflects their sound understanding that hygiene is important and contributes towards a healthy lifestyle.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The leader and practitioners plan interesting learning experiences, which meet children's needs and interests intelligently. They encourage the children successfully to learn through practical experiences very well. Examples of this include opportunities to light a dark tent by pressing lights with their hands, creating a collage to reflect a sunflower and planting seeds and flowers in the soil. As a result, the curriculum is stimulating and reflects the ethos of the foundation phase purposefully.

Practitioners work together successfully to provide interesting and purposeful activities for children, such as threading cotton reels to create patterns and styling dolls' hair in the role-play area. They provide useful opportunities to choose books as individuals in the reading corner and play musical instruments of their choice to make raw sounds. As a result, children develop confidently as independent learners.

All practitioners discuss the best ways to challenge children in regular meetings, and organise themes and activities based on this. They provide good opportunities for children to express their personal ideas to develop further activities by considering all of their ideas before starting the theme. Their intelligent listening to children's ideas adds effectively to the children's daily enthusiasm in their learning. They build positively on their motivation and willingness to start activities very promptly, such as researching the changes that happen to a caterpillar in the chrysalis before emerging as a butterfly.

The setting plans effectively to develop children's literacy, numeracy, thinking and ICT skills. Literacy and numeracy activities are prominent in all areas of learning and challenge children to achieve their best consistently. Practical examples of this are the opportunities for children to make shapes and marks independently on blackboards with chalk, letters with their fingers in shaving foam and when matching numbers to mathematical equipment. They also solve problems well by organising and preparing a barbecue outdoors and building a farm with recycled materials, such as cardboard.

Provision to develop ICT skills is purposeful. Practitioners provide good opportunities for children to use a range of equipment, such as a compact disc player, voice recorders, electronic tablets and toys. All practitioners challenge children intelligently by using educational software and apps in Welsh meaningfully to develop their early ICT skills.

Practitioners focus purposefully on developing children's physical skills, both indoors and outdoors. There are regular opportunities for them to climb on adventure equipment and play energetically. These activities are planned effectively. Practitioners make the best use of the space that is available inside the building to challenge children to the fullest when developing their physical skills, such as waving ribbons and scarves while dancing.

The setting's provision to develop the Welsh language is very beneficial. Practitioners are confident language models. They support children who are beginning to learn the language successfully. Practitioners encourage children to

use the language as much as possible through interesting activities. They challenge children frequently in the learning areas, and their thoughtful questioning and correct language patterns support children to respond sensibly. Many children respond with familiar words and phrases soon after they start at the setting. As a result, most children's understanding of the Welsh language is developing effectively.

The setting promotes children's awareness of Welsh traditions, celebrations and culture successfully. These activities include celebrating St David's Day and St Dwynwen's Day, discussing and playing with leeks and tasting the vegetables in 'cawl'.

The setting makes beneficial use of visits and visitors to enrich children's learning experiences. Experiences include visits to the local school, the forest and a centre for the elderly at Christmas time. Visitors such as the emergency services, exotic animals and a dental hygienist teach the children effectively about the roles of people in their community.

Teaching: Excellent

Practitioners share very high expectations of the children and work together diligently as a team of masterful educators. They have up-to-date knowledge of child development and implement the requirements of the foundation phase very intelligently to have a good effect on children's standards and an excellent effect on their wellbeing. Practitioners greet the children warmly and enthusiastically as they arrive for each session. This enthusiasm continues throughout the sessions and has a very purposeful effect on the children's co-operation and behaviour.

All practitioners challenge the children thoroughly during focus and continuous tasks. Their use of the Welsh language models rich language patterns and vocabulary for each child. They intervene wisely in children's experiences and play in order to stimulate them and motivate them to succeed. As a result, children persevere with the most challenging tasks and they achieve excellently with regard to their wellbeing. Practitioners' effect on children's willingness to work on extended tasks and play with each other spontaneously is excellent. Sound examples of this are the enthusiastic co-operation and interaction between them as most report on the weather and the lifecycle of a butterfly and a frog.

Practitioners question children skilfully to develop their thinking skills and provide excellent opportunities for them to communicate with each other and adults. This is done as they discuss and compare the lives of people and animals in cold and hot countries, and describe vegetables as they sell to each other in the role-play shop. As a result, children are encouraged very creatively to take part in various activities. This includes allowing them to work diligently indoors and outdoors by following practitioners' clear and explicit instructions. Practitioners broaden their opportunities to experience all areas of learning very purposefully and to choose responsibly when they should work with others on different kinds of extensive challenges.

All practitioners manage children's behaviour in a masterful, sensitive and intelligent way. They ensure that the children are safe when working indoors and outdoors. The way in which they interact with the children is very sensible and beneficial. Their enthusiastic discussions and conversations with the children encourage a high level of participation and enjoyment very successfully in all activities.

Assessment procedures and practices to record children's achievements are sound and feed into planning effectively in order to meet individuals' needs. Evidence corresponds correctly with individual children's outcomes by using the foundation phase profile, as they develop at the setting. All practitioners record the daily assessments regularly and consistently as key workers for specific groups of children. They discuss sensibly with the children what they need to do in order to improve their work. As a result, practitioners use the daily assessments purposefully to target the next steps in individual children's learning.

The setting informs parents and carers regularly about their children's achievements. There is daily dialogue between practitioners and parents and carers, which reinforces this successfully. At the end of their time at the setting, comprehensive information about their children's achievement is available to parents and carers. The setting provides useful booklets of this evidence to parents, which include pictures and purposeful annotations. This reflects their children's progress over time effectively.

Care, support and guidance: Good

The setting provides purposeful opportunities to promote children's spiritual, moral, social and cultural development. Practitioners lead stimulating plenary sessions enthusiastically to encourage children to greet each other, reflect on other people's feelings, pray and say thank you.

Practitioners' sensible methods to encourage children to support and care for each other nurtures values such as fairness and respect effectively. This reinforces the use of these values in the setting's day-to-day life and enriches children's wellbeing. An effective example is the 'helper of the day' system, which allocates duties to individuals and provides valuable opportunities for each child to shoulder responsibility in turn. As a result, children are very polite while setting the table, respect others while they eat snacks, and when serving milk and water around the dining tables.

The setting has sound arrangements to promote healthy eating and drinking. Children understand that fruit and vegetables are part of a sensible diet. There are successful arrangements to support children's health and wellbeing. These support children's learning sensibly, such as promoting activities to increase the heart rate in the outdoor area and the indoor physical activity area. As a result, these and similar arrangements contribute well to children's overall development and wellbeing.

Practitioners provide regular opportunities for children to recycle paper, cardboard, plastic goods and food. This develops their understanding of sustainability purposefully.

The setting is a safe environment, and practitioners take good care of the children when they arrive and when they are collected. Practitioners use positive behaviour strategies skilfully, which eliminates any disruption or unruly behaviour successfully. As a result, children are very happy and feel safe in the company of adults. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

The setting records children's needs effectively on entry to the setting and during their time there. Practitioners review children's progress regularly. They identify their starting points in detail by following the foundation phase profile and the local authority's guidelines. As a result, the setting targets children with additional learning needs effectively, when necessary. Practitioners discuss these children with the appropriate agencies, such as the speech therapist, to provide support as quickly as possible to target individuals' needs.

Learning environment: Good

Practitioners promote a positive ethos through their daily activities and regular motivation. Practitioners challenge and support children very conscientiously. They emphasise daily the need to respect each other and that individuals' choices are an important part of their personal development.

Practitioners teach children about the world's different festivals and cultures successfully. For example, the setting celebrates the Chinese New Year and provides regular opportunities for children to taste food from different countries, such as fish, fruit and vegetables.

Practitioners meet children's needs sensibly and all children are given an equal opportunity to learn in the different areas. They divide the indoor area wisely and provide activities to correspond intelligently with the children's age and ability. As a result, the setting is a wholly inclusive community, which acknowledges children's individuality purposefully.

The setting uses resources effectively to meet the requirements of the foundation phase and children's needs. A wide range of interesting resources is used effectively in continuous activities to enhance learning and focus tasks. Resources are accessible to all and promote the children's sense of responsibility effectively, such as around the mud kitchen and the balance beams. The setting also has plenty of ICT resources to develop children's skills successfully.

The building is of good quality, is safe and maintained effectively. The sensory room is a new and useful development to support and stimulate the children's curiosity. The outdoor area is limited but provides valuable opportunities to plant and grow, inquire, investigate and take risks on adventure equipment. The setting makes the best use of the building and the outdoor area, and resources are used effectively.

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

The manager and leader implement a clear vision to improve provision and children's outcomes effectively. Through their support and guidance, teaching has an excellent effect on children's wellbeing. Their work and leadership methods ensure a robust direction for the setting's current work.

The leader monitors weekly and long-term provision thoroughly and ensures engaging and interesting activities for the children. She shares plans and the aims of daily activities purposefully with her colleagues in order for them to understand their roles, both indoors and in the outdoor area. As a result, they work very diligently as a team.

Discussions and regular staff meetings enable practitioners to share information about individual children's development effectively. The manager and leader create a pleasant environment in which children and practitioners are valued, and therefore give of their best. The leader promotes new developments effectively and motivates practitioners to make improvements in a supportive way. This has led to using successful strategies to measure children's linguistic progress. As a result, the leader and practitioners have high expectations in terms of provision and excellent teaching skills.

Leaders ensure that the setting focuses well on local and national priorities. They develop children's literacy, numeracy and ICT skills successfully, and develop the outdoor provision purposefully. They plan purposefully to develop the Welsh language, and this has a positive effect on children's early oracy skills.

The work and effect of the management committee are suitable. The manager and leader gather useful information about the setting's practices regularly. However, they do not share this information effectively enough with others in order to hold everyone to account purposefully. As a result, monitoring procedures are superficial, at times, and do not always evaluate all of the setting's practices rigorously enough.

Improving quality: Good

The setting's self-evaluation procedures are sound and are a regular part of the setting's improvement practices. Practitioners monitor children's standards and the quality of provision regularly, by using the local authority's systems effectively. The manager and leader play an active part in the process. As a result, leaders have a sound understanding of the setting's strengths and identify priorities for improvement effectively.

Co-operation between practitioners, the local authority and Mudiad Meithrin is successful. Information that is gathered regularly, in addition to visits and evaluations by external agencies, contribute purposefully to this practice. As a result, the setting has made purposeful improvements over time. This includes implementing the foundation phase profile, striving rigorously to improve provision and children's outcomes in the Welsh language, and developing experiences for children in the outdoor area.

The setting's formal self-evaluation procedures are developing suitably. For example, leaders consider the views of practitioners, parents and carers, the local authority and Mudiad Meithrin wisely. They use the information that derives from self-evaluation procedures appropriately to set accurate priorities in the development plan. The leader and manager prioritise expenditure purposefully, in line with their targets for improvement. Practitioners agree on priorities and change aspects of provision well in response to the needs that are identified in the development plan, such as replacing ICT equipment and software. However, the targets in the development plan do not always derive directly from the setting's self-evaluation process. The self-evaluation report does not always include enough details about how and why a few areas need to be developed further.

All practitioners are keen to embrace new ideas that are suggested by the local authority advisory teacher and the Mudiad Meithrin officer. They act in line with their

advice regularly. This has led to sustained improvements, such as improving experiences for children in the outdoor areas by using a mud kitchen and setting up various activities with water, sand and adventure equipment.

Partnership working: Good

The setting has a range of effective partnerships. It works successfully with these partners to improve provision, standards and children's wellbeing. For example, there are very positive links with the local school. Regular meetings that are held to support the transition to school life are robust. Arrangements for sharing personal information and assessments are methodical and beneficial to the children.

Practitioners take active steps to include parents and carers in the setting's life. The setting informs parents and carers regularly about all aspects of the setting's work. The leader encourages them to express their own views effectively on issues to improve the setting, through questionnaires, social media and regular discussions.

The setting's community links support children's learning well, such as the close relationship with a nearby centre for the elderly. The setting also supports local and national charities, which nurtures kindness and care among the children.

The setting works purposefully with external agencies, such as the local authority and Mudiad Meithrin. This reinforces the positive relationships and these organisations share documentation and policies, and facilitate training and management advice effectively.

Practitioners work with a wide range of other partners, who make an important contribution towards improving provision. These include agencies that support the setting with first aid training, food hygiene courses, foundation phase training and child protection.

Resource management: Good

The manager and leader aim consistently to improve all aspects of the setting's work, by managing staff, the building and resources effectively. They ensure that the setting has enough qualified practitioners and ensure that purposeful training has a purposeful effect on their practices. As a result, they are a team of stable, robust and talented practitioners.

The leader encourages practitioners to develop and share their professional knowledge successfully. As a result, the setting is a good example of a very positive learning community.

Performance management procedures are efficient and lead to interesting learning experiences and excellent teaching practices, which have the greatest effect on children's wellbeing. The setting manages resources sensibly to support learning. This includes intelligent use of the indoor and outdoor areas for physical and creative activities, enquiries and investigations.

The manager and leader have a clear understanding of the budget and the importance of its use to maintain and improve resources. They prioritise expenditure carefully and identify responsibilities and sensible timescales. They make regular

improvements by discussing and funding plans to improve purposefully. As a result, the setting ensures that the use of funding has a direct effect on provision and children's outcomes.

Although the children's wellbeing and teaching are excellent, on the whole, children's outcomes, provision and leadership are good. As a result, the setting provides good value for money.

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
CIW	Care Inspectorate Wales (CIW) 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 three to seven 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 that 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
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