



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 Brynaerau
Clynnog Village Hall
Clynnogfawr
Caernarfon
LL54 5BT**

Date of inspection: January 2015

by

**Mr Eifion R Morgan
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 Brynaerau meets in the village hall in Clynnog Fawr in Gwynedd. It is a Welsh medium setting and a member of the Mudiad Meithrin.

The setting is open for three mornings a week during school term time (Monday-Wednesday) between 9.10 -12.50, and provides for children between two and a half and four years of age. It is registered to provide part time care for a maximum of 12 children. At the time of the inspection there were eight on roll, of whom three are aged three years and are funded by the Early Years Partnership. A further three children attend the local primary school on a part-time basis (afternoons only).

All children are from Welsh speaking homes and no child is identified as having additional learning needs or statement of special educational needs.

There are two members of staff who are suitably qualified and experienced in working with young children. Both are recent appointments and have only been in post since last November (2014).

The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in 2014 and by Estyn in April 2008.

Summary

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

Current performance

The setting's performance is good because:

- the quality of relationships between both practitioners and children is excellent and is based on mutual affection and respect;
- the setting is a caring, supportive community where all children are treated equally and fairly;
- children enjoy coming to the setting, are very well behaved and show consistently good attitudes to learning;
- effective arrangements are in place to encourage children to be healthy;
- learning experiences are generally good and provide children with stimulating activities; and
- the teaching provides children with a good balance between child-selected and adult-directed activities.

Prospects for improvement

The setting's prospects for improvement are good because:

- the leader and support practitioner work together well as a team;
- the leader has a clear vision for the future;
- the leader displays a strong sense of purpose and is well focused on improving provision for the children;
- both practitioners, are self-evaluative and have a willingness to implement change;
- the setting is very well supported by the management committee;
- the setting receives valuable support from the local authority and Mudiad Meithri; and
- it provides good value for money.

Recommendations

R1. Improve the planning for children's learning experiences.

R2. Formalise self-evaluation procedures and the planning for improvement.

R3. Develop the outside environment (where possible) to provide an active environment for children's learning.

What happens next?

The setting will draw up an action plan that 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?

Standards: N/A

There is no report on children's progress, standards in their skill development and Welsh language. 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.

Wellbeing: N/A

There is no report on children's 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

Learning experiences are of a generally good quality. Practitioners plan collaboratively and activities are well designed to enable children to progress towards meeting the Foundation Phase outcomes.

The planning is detailed across all areas of learning and provides children with interesting and challenging activities. Planning provides for a good balance between child-initiated and adult-directed activities and worthwhile opportunities are provided for children to make choices, to work independently and to take responsibility. However, learning experiences are not always well matched to children's ability and prior attainment.

Children experience worthwhile opportunities to develop their personal and social skills. They show tolerance and respect for each other and work together happily. All children have the confidence to undertake new experiences and are happy to discuss what they are going. They show good creative skills as when using paints, and know that living things have to be treated with care.

The setting provides children with valuable opportunities to develop their literacy, communication and numeracy skills. Daily sessions are well planned to provide a variety of activities. The registration sessions give children an appropriate opportunity to sit, listen and respond. All children display outstanding listening skills and all children are confident speakers. There are regular opportunities for children to listen to stories, answer questions and to sing rhymes and songs. All children are encouraged to use their mathematical language in their play and in focused activities.

Appropriate opportunities are provided for children to develop their ICT skills effectively. Children's creative skills are developed through painting where they select and mix colours, and their physical skills developed through music and movement activities.

All children speak Welsh fluently, and have very good opportunities to learn about Welsh culture and traditions. This includes celebrating St. David's day and Santes Dwynwen. Children have opportunities to visit the locality including the local church and such visits and visitors to the setting enrich children's learning.

Teaching: Good

The quality of teaching is good and based on mutual affection and respect. Practitioners have a thorough understanding of child development and the requirements of the Foundation Phase. This provides them with a sound basis for providing the children with stimulating learning experiences. Practitioners have high expectations of all children and are well aware of their needs and requirements. Practitioners understand the importance of providing opportunities for children to learn through play and active involvement. Children are managed effectively and in a consistent manner. The setting is an effective learning environment.

Sessions proceed at a good pace and while the morning session is long, practitioners are sensitive to children's needs and provide a sufficient variety of activities to maintain children's interest. Staff are good language role models and through sensitive questioning children are developing a rich and varied vocabulary.

Children are regularly assessed and the results recorded in a personal booklet. These booklets provide a useful record of each child's achievement and are a good record of children's progress. Currently staff add to the records on a daily basis.

The recently introduced assessment record books are well focused on recording children's achievement. However, currently, insufficient use is made of assessment in planning to meet the needs of individual children. Parents are kept well informed about their children's progress through informal and formal records of achievement.

Care, support and guidance: Good

Arrangements to ensure children's care, support and guidance are good and impact well on children's standards of achievement and wellbeing. Practitioners encourage children to form positive relationships with their colleagues and the setting's daily activities effectively promote a sense of respect and tolerance towards others.

Induction arrangements and daily contact with parents ensure that children settle quickly into the setting and this contributes significantly to their emotional and social development. Children are well aware of some of the things they do to keep healthy, including eating fruit, keeping clean through washing their hands and taking exercise.

Daily activities promote children's spiritual, moral, social and cultural development positively. The setting successfully fosters values such as honesty, fairness and respect and helps children distinguish right from wrong. All children take responsibility, show tolerance and make friends. They have well established behavioural skills and show self-discipline. The setting celebrates Welsh traditions and customs.

Children learn about their locality through visits. Visitors, such as a local farmer bringing young animals into the setting enables children to understand that young animals need to be cared for. Studies of the local environment enable children to begin to understand how the environment is cared for.

The setting's arrangements for safeguarding children meet requirements and give no cause for concern. Practitioners understand the procedures for dealing with safeguarding issues and take care to ensure the security of the building and grounds.

No child has been identified with additional learning needs but suitable arrangements are in place should the need arise.

Learning environment: Good

The setting is a welcoming, caring and supportive community. The homely atmosphere provides an excellent learning environment for the children and they settle in quickly to the wide range of experiences provided for them. All children are respected as individuals and well supported. All have equal access to all activities. Practitioners encourage children to respect each other and to celebrate each other's achievement.

The setting is well provided for with good quality resources in most areas which are well matched to children's needs. Some areas, such as mathematics, have been identified as requiring additional learning resources.

The staff are experienced and appropriately qualified to deliver the Foundation Phase curriculum successfully.

Displays of children's work enhance the learning environment but are limited due to restrictions imposed by the use of the hall by other organisations.

The building and accommodation are secure and are well maintained. The outdoor areas are relatively small and offer limited opportunities currently. It is a secure area.

Practitioners compensate for the lack of adequate outdoor facilities by use of the community to enhance curricular provision. Children, for example visit the local church and benefit from visits and visitors from the community.

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

The leader provides a clear vision for the setting as a homely, caring environment where children experience a good range of experiences and are happy and eager to learn. The vision is shared. They are self-evaluative and display a willingness to implement change.

Since her appointment the leader has shown a strong commitment to developing the setting and worked hard to improve the provision, including reorganising the activity areas, for example the reading area now provides a comfortable area for children to sit and look at books and children respond positively. Overall, practitioners ensure an interesting indoor environment enhanced by attractive displays of children's work.

The leader is evaluative of the provision provided and the impact this has on children's learning. For example, children's progress is regularly evaluated and the results made known to the parents in the end of year booklets.

Both practitioners are clear about their roles and responsibilities and work together well as a team. They are both anxious and willing to adapt to new ways of working.

The setting enjoys the very worthwhile support of the management committee. The committee is active in ensuring financial stability and well informed of the work of the setting.

The setting is implementing national and local authority priorities including developing children's literacy and healthy eating initiatives.

Improving quality: Adequate

The self-evaluation process in the setting is developing steadily. Since their appointments, practitioners have developed a good understanding of children's ability, interests and needs. In this time the leader has identified what the setting does well and what it needs to do to improve. However, planning for improvement is at an early stage of development and not sufficiently focused on priorities, what requires to be done and how outcomes will be assessed.

Day-to-day activities are insufficiently monitored and staff requirements, in terms of training requirements, have not been identified.

Overall, the setting has not sufficiently identified needs, prioritised targets and how these are to be addressed. However, practitioners show a willingness to seek help, to accept advice and to improve their professional competence, so as to provide children with the best possible educational provision.

Partnership working: Good

The setting works well with its partners in supporting children's learning.

Partnership with parents is effective and they, in turn, value the care and support shown by the staff and are pleased with the progress that their children are making. The setting welcomes parents to the setting before their children start and to settle them down each morning. There are good opportunities for parents to meet the staff and to discuss issues of concern with them.

Links with the Local Authority support officer and the Mudiad Meithrin are highly effective in improving the educational provision. Practitioners have benefited from regular attendance at meetings and through advice provided by the regular visits to the setting. This has substantially improved practitioner's competence with the subsequent positive impact on the quality of the setting's curriculum planning

Good links with the feeder primary school are in place, including visits before children transfer. Children attending the primary school on a part time basis attend the setting each morning.

The children visit the community and the local church and this extends their knowledge of their community.

Resource management: Good

The setting is generously staffed with well qualified and experienced practitioners. They are well supported by advisory staff from the Local authority, Mudiad Meithrin and the Health Authority and this makes a positive contribution to supporting children's learning.

Financial management is undertaken efficiently and this ensures that sufficient good quality resources are purchased based on perceived children's needs.

The setting provides an effective learning environment where children are well cared for and supported. Practitioners are keen to develop and make relevant use of training to improve their professional competence and the quality of learning experiences provided for the children.

The leadership is well focused on providing high quality provision for the children and on sustaining improvement. As a result the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

Appendix 2

The reporting inspector

Mr Eifion R Morgan	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)

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.
MudiadMeithrin	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 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.