



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

A report on

**Cylch Meithrin Cemaes
Ysgol Cemaes
Cemaes
LL67 0LB**

Date of inspection: July 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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Context

Cylch Meithrin Cemaes is a Welsh-medium setting. It meets in a self-contained cabin on the grounds of Ysgol Gynradd Cemaes, in Isle of Anglesey local authority. The setting provides education four mornings a week, between 8.50am and 11.20am during term time.

The setting is registered to admit up to 13 children at any given time, and admits children between two-and-a-half and four years old. Many of the three-year-old children currently 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 three qualified practitioners, including the leader. The leader began in post in May 2017.

The setting was last inspected by the Care Inspectorate Wales (CIW) in December 2015. Estyn last inspected the setting in October 2012.

Summary

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

Current performance

The setting's current performance is good because:

- Practitioners provide an engaging and interesting curriculum that meets the needs of the foundation phase purposefully
- Practitioners plan thoroughly to develop children's literacy, numeracy and information and communication technology (ICT) skills effectively
- Practitioners work together diligently to provide stimulating activities that create confident learners
- Practitioners' intelligent teaching has a positive effect on children's progress
- The setting has successful arrangements to support children's health, wellbeing and needs
- Practitioners use the cabin, the outdoor area and the resources in the school and village to meet children's expectations and interests purposefully

Prospects for improvement

The setting's prospects for improvement are good because:

- The leader sets a clear and robust direction for the daily and long-term work
- Practitioners work together effectively to realise the strategic vision and purposeful aims
- The management committee supports and challenges the setting wisely to improve provision and children's outcomes
- There are well-organised and skilful self-evaluation procedures that lead to setting useful targets to improve provision
- Practitioners are keen to benefit from valuable training by external agencies to improve their personal skills for the benefit of the children
- There are purposeful partnerships with specialist agencies, parents and carers, and local businesses
- There are effective arrangements for children's transition to school and to target the next steps in their education purposefully
- The leader and management committee make effective use of funding and grants to make significant improvements to provision

Recommendations

- R1 Ensure that arrangements for grouping the children enable each child to participate actively in all activities
- R2 Time the plenary sessions more effectively to maintain each child's interest
- R3 Improve the opportunities for all children to develop their independence during snack time

What happens next?

The setting will produce an action plan to show how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	
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Standards:

Wellbeing:

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

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Practitioners provide an engaging and interesting curriculum that meets the requirements of the foundation phase purposefully. They provide stimulating activities and learning experiences, which target children's needs and interests successfully. Planning of the daily and long-term curriculum has a good effect on children's experiences. For example, practitioners plan valuable opportunities to mix soil, pasta and oats in the mud kitchen to make cakes, and plant potatoes, herbs and sunflowers in order to discuss and compare their growth. As a result, practitioners provide beneficial opportunities for children to develop as confident learners across all areas of learning.

Practitioners plan methodically and thoroughly to ensure continuity, progression and progress in children's literacy, numeracy and ICT skills. Activities include problem-solving challenges with mathematical equipment, such as using different bottles in the water to compare their volume, and finding different letters on a table to fill the gaps in their names. Activities build purposefully on children's current knowledge and understanding. They derive from their personal preferences and group decisions. As a result, the daily tasks that are provided, across all areas of learning, challenge children to perform at their best consistently, either independently or under the guidance of practitioners.

Practitioners provide effective opportunities for children to use ICT equipment, such as electronic toys and tablets, a compact disc player, cameras and a microphone. They provide regular opportunities for children to develop their ICT skills purposefully. This is done by using educational software and apps successfully to correspond with the themes.

Practitioners know that many of the children's skills are low on entry to the setting. They address this immediately by modelling words, numbers and colours, discussing the weather, repeating simple phrases and singing nursery rhymes regularly. As a result, children's understanding of the language develops quickly.

The setting promotes children's awareness of Welsh traditions, celebrations and culture successfully. This includes celebrating St David's Day and St Dwynwen's Day, and taking part in the village's activities, such as tracing the history of the beach and the coast.

Practitioners plan stimulating learning experiences purposefully by focussing on developing children's physical, thinking and creative skills. They work together diligently to provide successful activities, which motivate children to work together and learn in a practical manner. For example, children are given regular opportunities to ride bicycles and vehicles energetically, discuss sea creatures such as lobsters, starfish and crabs, and tasks Chinese and Italian food.

The setting makes beneficial use of visits to enrich children's learning experiences. This creates a sound awareness among the children of their rural area, the beach, the sea and the village's businesses. Provision to raise the children's awareness of the people in their community is good, by inviting visitors to the setting, such as a dental hygienist and a nature expert.

Teaching: Good

All practitioners have up-to-date knowledge of child development and a sound understanding of the requirements of the foundation phase. This encourages children's participation and enjoyment successfully in all activities that are provided for them.

Practitioners question the children intelligently and regularly, which has a positive effect on their literacy, numeracy and ICT skills. This is evident as they discuss the features of sea creatures and how to use money to buy ice cream in the ice-cream parlour. However, plenary sessions lose pace from time to time, and children sit for long periods listening to practitioners. As a result, a very few children lose interest in the discussions and aim of the session.

All practitioners challenge children regularly through focus tasks and as the children work independently in the learning areas. The Welsh language is used highly effectively as they model language patterns and rich vocabulary. Practitioners have a sound awareness of when to intervene in children's experiences and play in order to engage them further and motivate them to succeed. Practitioners understand the importance of providing wide-ranging opportunities to learn through play. This can be seen as children persevere to match pictures during board games and flow water from the right or left through pipes and troughs. As a result, practitioners ensure that children are highly motivated and eager to learn.

Practitioners have high expectations for the children and work together effectively. They manage children's behaviour positively and there are diligent safety procedures in relation to their work. However, practitioners do not always group children wholly effectively. As a result, older children have a tendency to control the groups too much, and therefore hinder other children's learning experiences.

Procedures for assessing and recording children's achievements are stable and robust. Evidence corresponds accurately to individual children's outcomes by using the foundation phase profile, as they develop at the setting. All practitioners record the assessments regularly and consistently. They discuss sensibly with the children what they need to do to improve their work. They use daily assessments to identify the next steps in individual children's learning effectively, and use this information wisely to plan the next steps in learning.

The setting informs parents and carers regularly about their children's achievements. Daily dialogue between practitioners, parents and carers, and the booklets that are available to them at the end of their time at the setting, reinforce this effectively.

Care, support and guidance: Good

The setting provides purposeful opportunities to promote children's spiritual, moral, social and cultural development. Practitioners use specific activities, such as role-playing in the ice-cream parlour successfully to focus on other people's feelings and how to treat people in social situations. By doing so, practitioners nurture values such as honesty, fairness and respect intelligently. As a result, the setting's daily routines are beneficial to its overall ethos and joint activities, such as snack time.

Practitioners provide valuable opportunities for children to reflect, discuss feelings, say thank you and pray each day. The use of the 'helper of the day' ensures valuable opportunities for children to shoulder responsibilities. However, practitioners do not make the best use of snack time regularly enough to developing children's independence wholly effectively.

The setting has comprehensive arrangements to support children's health and wellbeing. These arrangements contribute well towards their development and support their learning successfully. The setting promotes eating and drinking healthily and, as a result, children understand that fruit, vegetables and keeping fit are an important part of a sensible diet and a healthy lifestyle. Practitioners also provide regular opportunities for children to recycle paper, plastic, food and card. This develops their understanding of sustainability effectively.

The setting uses positive behaviour strategies, which eliminate any kind of disruption or discourteous behaviour. As a result, children are happy and safe in the adults' company. The setting is a safe environment, and practitioners take diligent care of the children as they arrive and leave. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

The setting has robust arrangements for supporting any child with additional needs. Practitioners work together closely, observe the children carefully and identify any concerns. They act on these effectively by communicating with parents and seeking support from specialist agencies to help to implement specific intervention. The setting keeps formal records to help them to track children thoroughly, and shares this information intelligently with parents and the local school.

Learning environment: Good

The setting promotes a caring ethos. Practitioners adopt positive attitudes and their daily activities aim consistently towards creating a stimulating environment for the children, both indoors and outdoors. They provide an inclusive community, in which all children have equal access to the areas of learning and the equipment that is available. As a result, practitioners acknowledge the children's individuality and needs effectively.

All practitioners place a sound emphasis on acknowledging, respecting and celebrating diversity. The setting achieves this successfully by celebrating different festivals from around the world, such as the Chinese New Year, and providing dolls from different ethnic backgrounds in the role-play area.

Practitioners use resources well to meet the requirements of the foundation phase and children's needs. There is a wide range of resources available for children to choose, use and put away. This promotes their understanding of responsibility effectively. During activities led by an adult and activities where the children work independently, practitioners use the learning resources sensibly. This has a positive effect on children's learning. This can be seen as they make marks and use their mathematical skills practically in the setting's activities, such as the construction area, the mud kitchen and the painting area.

The cabin and the outdoor area are self-contained and of an excellent quality, and is maintained diligently. It is safe and leaders follow the school's procedures in relation to site safety carefully. The outdoor area includes beneficial opportunities for children to grow plants, in addition to investigative equipment such as water, sand and the seaside area. Practitioners plan effectively to use the school's extensive areas, which include fields and nature areas, for energetic play, enquiry and investigation.

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

In a short time, the leader has set a purposeful direction and established consistent practices for the setting's day-to-day procedures. The leader works conscientiously with the dedicated practitioners, and they have high expectations of themselves and the children. They succeed in motivating the children to improve their work consistently in sensible and supportive ways, through their intelligent teaching. As a result, the purposeful vision ensures that planning, teaching and care have a good effect on children's experiences and outcomes.

The leader uses relevant and up-to-date information about the setting to improve provision. She and the practitioners have made beneficial improvements to provision through evaluations and purposeful targets. This has recently included using the foundation phase profile to identify the children's starting points accurately, and refining assessment effectively to target the next steps in children's learning.

The leader and practitioners, through their weekly planning, focus on providing stimulating activities for children. As a result, they make beneficial changes to the indoor and outdoor learning areas, and challenge children to perform at their best. For example, they stimulate the children by creating reading areas, music with kitchen utensils and a planting area. The leader also focuses rigorously on national priorities, such as developing literacy, numeracy and ICT strategies, to improve children's skills before they transfer to the school.

The leadership, which includes a supportive management committee, ensures that provision for children is interesting and engaging. It ensures that practitioners understand their roles in full through regular evaluations and discussions. The management committee and leader work effectively as a team. The management committee challenges the leader and practitioners well to maintain and improve their practices and develop the areas that need to be improved further.

The management committee receives useful information about the setting's practices regularly from the leader, and listens sensibly to the suggestions of officers from the local authority and Mudiad Meithrin. The dedicated management committee meets regularly to organise activities to increase income, and it monitors expenditure and the use of grants in a very detailed and effective way.

Improving quality: Good

Procedures and a positive culture of self-evaluation permeate the setting's work. The leader and management committee ensure that they give full consideration to each other's views, and those of parents and carers, children and external agencies. This has a positive effect on improving the aspects that need to be changed meaningfully and for the benefit of the children. For example, they use parent and child questionnaires effectively and act wisely on the findings. These practices benefit the setting and ensure a full picture of learning, provision and management procedures. As a result, the regular discussions with everyone who is involved in the setting's life make improvements and improve learning experiences.

The leader and practitioners have established consistent arrangements to monitor children's standards, provision and their roles in the daily and long-term life of the setting. They use the local authority's quantitative procedures to identify strengths and areas for improvement purposefully. The detail of these practices ensures a close link between the self-evaluation and the development plan. As a result, quality improvement procedures lead to purposeful changes, which ensure beneficial strategic planning for the future.

The leader and management committee are open to new ideas and willing to experiment with different ways of working. They are willing to embrace new ideas from the local authority advisory teachers and the Mudiad Meithrin officer. Advice on how to organise the areas in the outdoor area, in addition to providing opportunities to develop children's literacy and numeracy skills across the areas of learning, have improved provision and children's outcomes. As a result, they have created an effective learning environment, both indoors and outdoors.

Partnership working: Good

The setting has a range of effective partnerships. The leader and practitioners work successfully with these partners to improve provision, standards and children's wellbeing. For example, there are very positive links with the local authority and Mudiad Meithrin to support training and documentation. Therefore, they give sensible advice on management issues and the setting acts on their advice well.

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 leader holds regular meetings with the school to support the children's transition to school. Arrangements for sharing personal information and assessments are well-organised and robust, and build well on children's progress. The setting also supports local and national charities alongside the school, which nurtures kindness and care among the children.

The setting's links with the community support children's learning very well and include successful fundraising activities, such as walks and successful bids for grant funding from businesses in the area. This includes receiving and adapting the cabin and increasing the outdoor equipment.

Practitioners work well 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 leader and management committee focus directly on improving all aspects of the setting's work. The practitioners' day-to-day work is intelligent, and the leader allocates duties effectively. The strong leadership enables practitioners to develop and share their professional knowledge successfully to meet children's needs purposefully. As a result, a robust learning community has been established, in which there is a culture of efficient co-operation between the setting's practitioners and partners.

Performance management procedures are thorough and ensure positive learning experiences and teaching practices. The setting manages resources effectively to support learning. This includes changing the indoor and outdoor activities often to stimulate the children, as they apply themselves to different themes and specific challenges.

The leader and management committee use the budget and grants successfully. They prioritise expenditure intelligently against the targets in the development plan. They make regular improvements and improve the necessary facilities, such as the toilets and the kitchen, by discussing and prioritising specific funding wisely. As a result, the leader and management committee ensure that the use of funding has a direct effect on provision and children's outcomes.

The setting provides good value for money because of the effective provision and purposeful leadership.

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	<p>Care Inspectorate Wales (CIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<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>
Foundation Phase	<p>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</p>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings that provide education for three and four-year-olds.</p>
Mudiad Meithrin	<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>
Professional Association for Childcare and Early Years (PACEY)	<p>This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.</p>

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