



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

A report on

**Cylch Meithrin Dinas
Canolfan Bro Llanwnda
Llanwnda
Caernarfon
LL54 5UG**

Date of inspection: March 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 Dinas, Llanwnda is a Welsh-medium setting that meets in Canolfan Bro Llanwnda, near Caernarfon in Gwynedd local authority. The setting is open five mornings a week between 9.00am and 11.30am.

The setting is registered to admit up to 12 children at any given time, and admits children between two and four years old. All children currently receive funded early years education.

Nearly all children come from white British backgrounds and most speak Welsh as their first language. There are currently very few children with additional learning needs.

The setting employs three qualified practitioners, including the leader. The leader began in post in November 2013.

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

- planning for children's learning experiences, on the whole, succeeds in meeting their needs and interests effectively
- activities develop children's literacy, numeracy and information and communication technology (ICT) skills purposefully
- practitioners engage children's interest and motivate them to succeed purposefully
- practitioners are excellent language models who have a positive effect on children's oral Welsh skills
- the practitioners' tender care creates a purposeful learning environment and a warm and warm-hearted ethos
- the interesting learning environment, both indoors and outdoors, stimulates children to work diligently and conscientiously

Prospects for improvement

The setting's prospects for improvement are good because:

- the leader sets a clear direction and is dedicated fully to all of the practical and administrative work
- there is productive and effective co-operation between all practitioners, the management committee and external agencies
- the management committee's work and initiative is extremely supportive of the setting's daily and long-term work
- rigorous self-evaluation procedures lead to setting purposeful targets, which have a successful effect on provision
- practitioners are keen to benefit from relevant training to improve their intelligent practices further
- there are positive relationships with parents, carers and the local community
- leaders use funding skilfully to make improvements to provision and to maintain the resources and outdoor area purposefully

Recommendations

- R1 Act on assessment findings to plan the next steps in individual children's learning
- R2 Plan challenging activities to improve children's problem-solving skills

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:

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

Wellbeing:

There is no report on children's progress, standards in their skills development, the Welsh language or 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

The leader and practitioners plan stimulating learning experiences that meet children's needs and interests effectively.

All adults motivate children purposefully to learn through practical experiences in the learning areas, both inside and outside the building. Examples of this are the valuable opportunities to role-play in the shop that sells Welsh goods, and building towers from wooden blocks. On the whole, the curriculum is effective and reflects the foundation phase ethos purposefully. However, although planning is detailed and balanced on the whole, it is not based wholly on assessment findings. As a result, it does not challenge individuals regularly enough to attain the next steps in their learning.

Practitioners work together successfully to provide exciting activities for children. For example, they challenge children to climb and slide on adventure equipment in the outdoor area, and to control electronic cars in the hall to travel between a specific animal and its offspring. By persevering with such activities, children develop effectively as independent learners, both indoors and outdoors. Active examples of this are the children's willingness to choose books in the reading corner, their diligence when digging in the soil before planting potatoes, and their enthusiasm while singing nursery rhymes tunefully.

All practitioners provide good opportunities for children to express their personal preferences to develop activities further. They listen attentively to children's ideas, which adds positively to children's motivation during daily tasks.

Practitioners plan effectively to develop children's literacy and numeracy 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

beneficial opportunities for children to make shapes and marks independently on clipboards in the construction area and role-play shop. Practitioners also challenge children to follow instructions by using ordinal numbers intelligently, when they line up to sit down, wash their hands or when putting on their coats.

The setting's provision to develop the Welsh language is very beneficial. Practitioners are excellent language models. They support and challenge children very effectively when developing their oral skills. Practitioners encourage children to use the language as much as possible through interesting activities. Their thoughtful questioning and correct and elaborate language patterns support children to respond sensibly at all times. As a result, many children respond with mature words and phrases, and sing confidently soon after they start at the setting.

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, cooking and baking traditional foods.

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

The provision of creative experiences for children is beneficial, such as opportunities to dance to music, draw and build dens in the outdoor area. However, problem-solving opportunities are not planned consistently. Although practitioners encourage children to think for themselves, they do not plan purposefully enough to challenge individuals to the best of their ability, and to use their problem-solving skills regularly.

Practitioners focus purposefully on developing children's physical skills in the outdoor area. There are regular opportunities for them to climb on adventure equipment and play energetically on the playground and in the hall. Practitioners make the best use of the space that is available to them in the hall, which challenges children effectively to develop their physical skills.

The setting makes beneficial use of visits and visitors to enrich children's learning experiences, for example a visit to the airport to see the air ambulance. Visitors such as an archivist with toys from bygone eras, and a builder, teach children effectively about their local area and the roles of people in their community.

Teaching: Good

All practitioners focus on maintaining high expectations of the children, and they work together diligently to implement this philosophy. Through effective teaching, they succeed in improving children's knowledge and understanding positively. As a result, all practitioners have up-to-date knowledge of child development, and they understand thoroughly the requirements and expectations in relation to the foundation phase.

Practitioners challenge children regularly during focus and continuous tasks. Their use of the Welsh language is excellent, as they model rich language patterns and vocabulary calmly and supportively. They persevere diligently to ensure that children pronounce correctly, to match their oral skills, which improves children's achievements and creates productive learning.

Practitioners have a sound awareness of when to intervene in children's experiences and play, in order to stimulate them and motivate them to succeed, either with support or independently. For example, children persevere to find Easter eggs with tongs, and plan a tower on paper before creating the structure. Children are also given stimulating opportunities to play independently and creatively, such as painting a bunch of daffodils on an easel.

Practitioners manage children's behaviour positively and there are safe procedures that relate to their work, both indoors and outdoors. Their sensible discussions with the children encourage their participation and enjoyment in all activities effectively. As a result, children are very willing to initiate activities enthusiastically and eagerly when working and discussing with each other.

Assessment procedures and practices for recording children's achievements are effective. 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. They discuss with the children what they need to do in order to improve their work sensibly. However, they do not plan to act on their findings consistently enough when planning for the future, in order to challenge individuals to their best of their ability when solving problems.

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 effectively. At the end of their time at the setting, comprehensive information about the children's achievement is available to parents and carers. The setting provides valuable and informative booklets for parents. They are full of pictures and purposeful annotations, which reflect their children's progress over time at the setting.

Care, support and guidance: Good

The setting provides positive opportunities to promote children's spiritual, moral, social and cultural development. Practitioners use plenary sessions for children to reflect and consider each other's feelings purposefully. By doing so, they nurture values such as telling the truth, applying fairness and showing respect successfully. They also reinforce these values and their importance effectively during group activities. Sensible procedures and provision create calm as the children sit to listen to an adult and each other, wash their hands before eating and tidy up resources. Practitioners ensure beneficial opportunities for children to take turns politely while eating snacks and serve milk and water around the dining table. The 'helper of the day' is given a valuable opportunity to help by distributing snacks and drinks, recycling goods and collecting and tidying up the dishes.

There are efficient arrangements to support children's health and wellbeing. These arrangements contribute well to their physical development and wellbeing. The setting has robust arrangements to promote eating and drinking healthily, and there is daily variety in terms of snacks. As a result, children discuss meaningfully how fruit and vegetables, dancing, running and cycling contribute well towards a person's health and fitness.

Practitioners provide regular opportunities for children to recycle food, paper, card and plastic goods in specific boxes in the recycling areas. This develops their understanding of sustainability effectively.

The setting ensures a safe environment for the children. Practitioners are vigilant as they arrive and when they are collected. The use of positive behaviour strategies eliminates any kind of disruption or unruly behaviour among the children. The setting's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The setting records children's learning needs diligently on entry to the setting and during their time there. Practitioners review children's progress regularly and their starting points are identified rigorously by following the guidelines of the foundation phase profile.

The setting provides additional support for specific children purposefully, where necessary. Practitioners discuss this with specialist agencies in order to provide assistance as quickly as possible with the support of the local authority. As a result, they are familiar with the necessary procedures to support children with learning needs, and succeed in supporting them by implementing them purposefully.

Learning environment: Good

The setting promotes a supportive ethos through daily activities and the positive attitudes that are adopted by practitioners. It is a wholly inclusive community where all children have equal access to all areas of learning and all equipment.

Practitioners have a rigorous knowledge of all children and their individuality is recognised successfully through daily discussions and conscientious records. Practitioners challenge children daily in positive, caring and kind ways, which motivates them to persevere and succeed.

Practitioners place a clear emphasis on recognising, respecting and celebrating diversity. The setting achieves this successfully by celebrating a number of festivals from around the world annually, such as Diwali. They study the customs of countries such as Russia and Australia, and study foods from other countries and continents, such as Italy and Asia. They also use dolls from different ethnic backgrounds to promote cultural differences purposefully.

Practitioners use resources successfully to meet the requirements of the foundation phase and children's needs. They ensure that resources are within the children's reach and that children are able to reach the equipment without any problems. This promotes their sense of responsibility successfully. This is evident as they discuss books and record which eggs have been hidden in the outdoor area completely independently on clipboards. As a result, the setting ensures that a wide range of resources is used effectively in continuous activities and focus tasks.

The accommodation is of a high standard, is well maintained and is safe. The interesting outdoor area is used purposefully. Practitioners plan stimulating opportunities for children to develop their skills in the interesting outdoor areas. For example, they grow and plant flowers and vegetables, cook in the mud kitchen and

control running water, by using taps at different heights. Practitioners use their local area very sensibly. They visit garden centres, the airport, and quiet and rural lanes in the area in order to reinforce and stimulate children's experiences successfully.

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

The leader, practitioners and the management committee meet children's needs effectively and celebrate their achievements and progress successfully. As a result, the setting's daily procedures, objectives and plans focus directly on providing stimulating experiences for children.

The leader is experienced and effective. She works with a team of dedicated and enthusiastic practitioners. She uses relevant information about the setting to make improvements to provision, which has a positive effect on children's outcomes. Her clear vision focuses regularly on improving teaching and learning. This main focus promotes and maintains consistent improvements at the setting. As a result, she has high expectations of practitioners and children, which motivates everyone to make improvements sensibly and purposefully.

The leadership, which includes the contribution of the management committee, ensures that provision is engaging and interesting. The leader ensures that practitioners understand their roles in full and work conscientiously as a skilful team. The leader and management committee's robust practices, in terms of supervision and evaluating practical work, are fair and stable. As a result, the best is made of practitioners' expertise. An example of good practice, which extends this procedure further, is the recent action of evaluating and monitoring the effect of each other's teaching on children's standards.

The leader and her team focus conscientiously on national priorities, such as developing literacy and numeracy strategies across all learning areas, and implementing the foundation phase profile.

The management committee receives valid and operational information about the setting's practices regularly from the leader. It plays a practical, enterprising and effective part in the setting's life. The management committee challenges the setting sensibly to maintain consistent practices and provides support to develop the areas that need to be improved further.

Improving quality: Good

A positive culture of self-evaluation, which leads to successful improvements, is an integral part of the setting's termly work. As a result of the wise evaluations, practitioners have made significant improvements to the outdoor area. This area now includes stimulating opportunities for children to experiment, investigate, develop physically and learn creatively.

The leader and the management committee, under the local authority's guidance, have established robust arrangements to monitor children's outcomes and provision. The leader and management committee prioritise expenditure sensibly, in line with

the actions that have been identified for improvement. They agree on targets with practitioners and implement the changes purposefully together. For example, the setting's investment in ICT equipment has improved children's skills and confidence through valuable experiences.

The local authority's quantitative procedures, in addition to the management committee's evaluations, contribute effectively to self-evaluation procedures. The leader also considers the views of other practitioners, parents and carers, and Mudiad Meithrin sensibly. As a result, the setting has made meaningful improvements over time. This includes developing opportunities to use the large hall as a learning resource and improving planning to use their local area wisely to extend children's experiences further.

The link between the areas for improvement in the self-evaluation and the targets in the development plan is consistent. Targets in the development plan derive directly from the self-evaluation process. The self-evaluation report includes valid details about how and why areas need to be developed further.

All practitioners are keen to embrace new ideas that are suggested by the local authority's advisory teacher and Mudiad Meithrin's link officer. They act on their advice regularly. This leads to beneficial improvements, such as establishing support from specialist agencies for individual children at the setting, and developing music and role-play areas in the outdoor area.

Partnership working: Good

The setting has a range of effective partnerships. Practitioners work successfully with these partners to improve provision and children's standards and wellbeing. For example, there are positive links with the local schools, and the setting takes part in sports days and activities such as learning to clog dance. Regular meetings that are held to support the transition to school life are purposeful. As a result, arrangements for sharing personal information and practitioners' assessments are coherent 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 through newsletters and social media. They are encouraged to provide their own views on issues to improve the setting through regular questionnaires and discussions. The setting has listened to their comments and the leader markets the setting well on social media, as a result of parents' comments.

The setting's community links support children's learning effectively. This includes very successful fundraising events, such as an auction and concerts, and bids for grant funding to improve the outdoor area. The setting also supports local and national charities, such as the air ambulance, 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 that exist, and these organisations support the setting's documentation and policies, training and management advice effectively.

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

Resource management: Good

The leadership aims consistently to improve all aspects of the setting's work by managing staff and resources effectively. It has succeeded in ensuring that the setting has enough qualified practitioners with complete training. It is a stable, robust and successful team, which improves provision purposefully and has a positive effect on children's outcomes.

The leader encourages practitioners to develop and share their professional knowledge purposefully. As a result, the setting is a strong example of a positive learning community. It has a culture of diligent co-operation between practitioners and other partners, such as the local authority, Mudiad Meithrin and the local schools.

Performance management procedures are sound and ensure interesting learning experiences and positive teaching practices. The setting manages resources creatively to support learning. This includes the valuable use of the outdoor area for physical activities, inquiries and investigations, such as making a shelter for a lamb in the cold.

The leader and management committee have a clear understanding of the budget and the challenges that have been associated with it for several years. The management committee meets to monitor funding well. It also ensures robust financial management through independent audits each year. It prioritises expenditure carefully and identifies responsibilities and sensible timescales. It raises money regularly through successful community activities and uses grants effectively. It makes consistent 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.

The setting provides good value for money because of the purposeful provision and successful 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