



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

A report on

**Cylch Meithrin Llandrindod
Llandrindod Wells C in W Community Primary School
Trefonnen Lane
Llandrindod Wells
Powys
LD1 5EP**

Date of inspection: December 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 Llandrindod is a Welsh-medium setting. It meets in a self-contained room at Ysgol Trefonnen, Llandrindod Wells, in Powys local authority. The setting provides education for five mornings a week, from 9.00am until 11.30am during term time.

The setting is registered to admit up to 24 children at any given time, and admits children between three and four years old. Currently, 11 children receive funded early years education.

Nearly all children come from white British backgrounds and no children speak Welsh as their first language. A few children with additional learning needs currently attend the setting.

The setting has three qualified practitioners, including the two leaders. The leaders began in post in March and November 2017 respectively.

The setting was last inspected by the Care Inspectorate Wales (CIW) in January 2017 and by Estyn in February 2012.

Summary

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| 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 make consistent progress in their literacy, numeracy and information and communication technology (ICT) skills, considering their starting points
- Nearly all children show motivation and interest in their learning
- Most children behave sensibly and treat adults and each other with respect
- Practitioners plan purposeful activities to develop children's literacy, numeracy, ICT, physical and creative skills
- Practitioners' day-to-day work and relevant knowledge encourage children's participation and enjoyment successfully
- Practitioners' diligent care and support nurtures values such as fairness and respect successfully among the children
- Practitioners use resources and the learning environment purposefully to meet the requirements of the foundation phase and children's needs

Prospects for improvement

The setting's prospects for improvement are good because:

- Leaders focus effectively on improving provision and children's outcomes
- Well-established self-evaluation procedures ensure that provision and resources improve consistently over time
- Practitioners benefit from relevant training, which has a positive effect on provision and children's outcomes
- Leaders make effective use of external agencies to improve provision
- There are purposeful partnerships between parents and carers, the school and specialist services
- The management committee has robust practices to oversee and evaluate provision, and practitioners and leaders are effective

Recommendations

- R1 Improve provision of literacy activities in the outdoor area
- R2 Ensure that practitioners model the Welsh language effectively and consistently to improve children's standards of oracy
- R3 Track children's progress effectively in order to move them forward to the next steps in their learning

What happens next?

The setting will produce an action plan to show how it will address the recommendations. The local authority will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most children make consistent progress in their literacy, numeracy and ICT skills from their starting points which, on the whole, are below the expected average. On entry, nearly all children's Welsh language skills are low.

Most children listen to instructions from others well and act on them effectively. This can be seen as they fill different containers with water and investigate the features of twigs and leaves in the nature tub. Most communicate clearly and respond to joint discussions by using English and a little Welsh. A minority are confident in identifying weather features and placing the days of the week in order in Welsh, under the guidance of practitioners. A minority use Welsh words and simple phrases competently during activities, for example when building towers with blocks, and painting and printing with colourful paint. However, a majority do not use the Welsh language confidently enough, and English is the children's main language of communication.

Most children show an interest in books and consider the content with each other and adults in the books area effectively. They discuss characters and events sensibly and handle books like confident learners. As a result, they respond with interest to the content of various stories, such as following the trials and tribulations of characters that play with a balloon and blow bubbles.

Many children make marks purposefully with various media, such as chalk, crayons, pencils and paint. A few try to write their names and note with tally marks how many different fruits are in a bowl successfully. As a result, they enjoy their early writing experiences and many explain the purpose of writing sensibly.

Many children use mathematical language effectively in Welsh and in correct contexts. They count to ten confidently, and recognise and name numbers up to five effectively. Most discuss the properties of different shapes well and identify the differences between them intelligently. Many compare two- and three-dimensional shapes, and 'small', 'big' and 'medium-sized' objects confidently in the construction area and on a walk around the school grounds. Many choose relevant equipment and materials to solve mathematical problems successfully. For example, they use containers with sand and water to compare 'full' and 'empty', and 'heavy' and 'light' in the outdoor area. They also sort wooden circles and pebbles with numbers on them into order intelligently, and compare 'slow' and 'fast' vehicles well when rolling them down a slope and through cylinders.

Most children are beginning to use technology successfully by using electronic tablets and toys, an interactive screen and cameras. They also use educational software and apps on the tablets and screen to develop their ICT skills and fine motor skills effectively.

Most children use their physical skills successfully when climbing and jumping energetically on adventure equipment in the school hall. Many develop their thinking skills and creative skills well through interesting activities, which have a purposeful effect on their learning and the standards that they achieve. For example, they create interesting patterns when rolling balls through paint in a box and weave colourful reeds through the holes in a colander. They listen attentively to music from Welsh nursery rhymes and respond enthusiastically to familiar Welsh songs and nursery rhymes while dancing. They also make quiet and loud noises with kitchen utensils in the outdoor area and explain the difference between them sensibly.

Wellbeing: Good

Most children relate well to adults and visitors as they arrive at, and leave, the setting. They behave sensibly and treat adults and each other with respect. Many listen carefully to practitioners. Effective examples of this are their dedication to tidying up after free play, and putting on outdoor clothes and wellingtons before enquiring and investigating outdoors.

Nearly all children show motivation and interest in their learning. Most concentrate conscientiously during activities. They share resources and work sensibly with other children. As a result, they show positive attitudes to new experiences, such as cutting the shape of a shell out of dough with a knife, and measuring the length of blocks with a tape measure in the construction area.

Most children are beginning to make sensible choices during independent play. They express an opinion and make personal choices effectively, for example when deciding to move from the building to the outdoor area to experience new activities. As a result, most are confident and productive learners.

Nearly all children have a sound awareness of hygiene. They understand that it is important to stay healthy. They remember that they have a duty to avoid infection, for example by washing their hands after using the toilet, messy play and outdoor activities.

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

Practitioners provide an interesting curriculum that meets the requirements of the foundation phase purposefully. They provide engaging activities and learning experiences, which target children's interests successfully. Practitioners provide beneficial opportunities for children to develop as confident learners across all areas of learning.

Planning for the daily and long-term curriculum has a good effect on children's experiences. This derives from the children's personal preferences and group decisions. 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. As a result, practitioners plan valuable opportunities to stimulate individuals' learning. For example, they provide good opportunities to mix soil in the mud kitchen, experiment with water and sand, and visit a local supermarket to weigh and buy fruit.

Practitioners plan methodically and thoroughly to ensure continuity, progression and progress in children's literacy, numeracy and ICT skills. Activities include purposeful challenges to solve problems and extend their skills. For example, they provide engaging opportunities to use mathematical equipment, such as using different containers in the water to compare volume. They also plan sensible literacy challenges, such as copying different letters in the sand, on blackboards and on paper. As a result, activities build purposefully on the children's current knowledge and understanding. However, provision of literacy activities is not consistent across the indoor and outdoor learning areas.

Practitioners provide effective opportunities for children to use ICT equipment, such as electronic toys and tablets, cameras and an interactive screen. As a result, they provide regular activities for children to develop their ICT skills purposefully. This is done by using educational software and apps successfully to correspond with the themes that are planned jointly.

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 cooking traditional dishes. Practitioners develop nearly all children's Welsh language skills appropriately. They discuss numbers, colours, weather features, repeat simple phrases and sing nursery rhymes regularly. As a result, many children's understanding of the language is developing suitably.

Practitioners plan interesting learning experiences purposefully while 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 way. For example, children are given regular opportunities to ride bicycles and vehicles energetically, and discuss the culture and food of foreign countries, such as France.

The setting makes beneficial use of visits to enrich children's learning. This gives children a sound awareness of the town and local area. Provision to raise children's awareness of people in their community is good, by inviting visitors to the setting, such as a dental hygienist, officers from the emergency services and an employee of the local supermarket.

Teaching: Adequate

All practitioners have up-to-date knowledge of child development and a sound understanding of the requirements of the foundation phase. Their day-to-day work and relevant knowledge encourage children's participation and enjoyment successfully.

Practitioners' plenary presentations are lively and purposeful, and stimulate children to begin their activities promptly. As a result, most children contribute intelligently to discussions and explain the purpose of focus activities well. Practitioners challenge children to make marks, copy letters and discuss books well. They also develop children's numeracy and ICT skills purposefully. However, they do not create enough willingness among the children to communicate in Welsh. Although practitioners question children suitably in Welsh, children's lack of confidence in the language and willingness to turn to English limits their development and ability to communicate through the medium of Welsh.

Practitioners manage children's behaviour positively, and there are diligent safety procedures in relation to their work. They 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 broad opportunities to learn through play. This can be seen as children persevere to build towers from three-dimensional shapes, and discuss the ice and frost on the school grounds enthusiastically. As a result, practitioners ensure that children have a keen desire to learn and improve their efforts.

Practitioners encourage children to discuss their work and other efforts sensibly. They also discuss with children what they need to do to improve their work intelligently. Practitioners complete daily assessments regularly. They record daily evaluations and discussions on useful record sheets, and begin to target the next steps in individuals' learning well. However, they do not track their progress effectively and move children forward towards challenging outcomes consistently enough.

The setting informs parents and carers regularly about their children's achievements. At the end of their time at the setting, practitioners present reports on children's progress to parents, which reflect their children's development clearly and in detail.

Care, support and guidance: Good

The setting provides purposeful opportunities to promote children's spiritual, moral, social and cultural development. Practitioners use plenary sessions, such as snack time, to nurture these values successfully. They ensure that most children give careful consideration to their peers' feelings, treat each other fairly and respect others, including adults.

All practitioners create an interesting and reflective environment, while providing positive opportunities for children to think, discuss feelings and say thank you. As a result, children take turns politely when washing their hands together and serving snacks. These practices, in addition to putting equipment away and taking turns as helper of the day, provide valuable opportunities for every child to shoulder responsibility during social activities.

There are beneficial arrangements to support children's health and wellbeing, and the setting has effective systems to promote eating and drinking healthily. As a result, children understand that fruit, vegetables and exercise contribute to a sensible way of life and lead to a healthy lifestyle.

Practitioners provide regular opportunities for children to recycle paper, card, plastic goods and food. They also compost leaves on the school grounds well. These practices develop children's understanding of sustainability successfully.

Practitioners use positive behaviour strategies. This eliminates any disruption and poor behaviour successfully. The setting is a safe environment, and practitioners are vigilant as the children arrive and are collected. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

The setting records children's learning needs thoroughly on entry to the setting and during their time there. Children's progress is reviewed regularly, and their starting points are identified rigorously by following the guidelines for the foundation phase profile. Additional learning needs co-ordinators are very familiar with the procedures necessary to support children. They use these purposefully to support individuals with specialist support, and work well with local specialist organisations to target individuals' needs. As a result, the setting targets specific children with additional support effectively, when the need arises.

Learning environment: Good

Practitioners have a clear knowledge of children's needs. This leads to creating a wholly inclusive community, in which all children are given an equal opportunity to learn in the different areas. Practitioners support children rigorously in a positive and careful way.

The setting uses resources purposefully to meet the requirements of the foundation phase and children's needs. A range of interesting resources is used effectively in stimulating activities, such as searching for different shapes on the school grounds. Resources are kept at a practical level so that all children are able to reach them. This enables children to fetch them and put them away without adult intervention. This has a purposeful effect on promoting the children's sense of responsibility.

Practitioners place a daily emphasis on acknowledging, respecting and celebrating diversity. They promote a positive ethos through their daily activities and enthusiastic attitudes. They teach children about the world's different festivals and cultures successfully. As a result, they plan valuable opportunities for children to celebrate holidays from foreign countries, such as the Chinese New Year. Daily activities, such as playing with dolls from different cultures, also improve children's awareness of the similarities and differences between people in our world.

The accommodation is of good quality, maintained effectively and is secure. All of the space inside and outside the building is used sensibly to provide lively and engaging activities. The outdoor area includes planting and growing areas, climbing equipment and challenging areas to solve problems with water, sand and a mud kitchen. The setting uses all of these areas creatively and purposefully, including the school's outdoor areas.

Practitioners use the local area effectively, by taking children to various places to take part in activities in their local area, such as trips around the town and the nearby supermarket.

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

Leaders are enthusiastic and lead the setting effectively. They have a purposeful vision, which ensures that provision of stimulating learning experiences has a good effect on children's skills and wellbeing. They work successfully with the other practitioner, the school and the management committee. They adhere to a specific timetable and organise engaging learning areas both indoors and outdoors. The

leaders' management procedures promote and maintain beneficial improvements, such as developing better numeracy provision, more multicultural experiences for children and improving ICT equipment and software.

The setting's objectives and policies focus clearly on ensuring effective and regular provision. Practitioners treat children fairly and gently. They have sensible expectations of every child in terms of their behaviour, their willingness to work and their achievements. They succeed in motivating them to improve positively and supportively. As a result, practitioners' daily practices usually meet children's needs and promote their successes intelligently. However, leaders do not always have high enough expectations in terms of developing the Welsh language regularly.

Leaders use relevant information about the setting to ensure improvements to provision. Recently, this has included developing assessment practices by making better use of the foundation phase profile and making improvements to the learning areas. This includes providing engaging opportunities to make marks in the building, and using the school hall and grounds for physical activities. As a result, leaders focus well on national priorities, such as developing literacy and numeracy strategies.

The leadership, which includes a well-established and conscientious management committee, ensures that provision for children is interesting and engaging. They ensure that practitioners understand their roles in full through regular evaluations and discussions. The management committee and leaders work together effectively as a team. The management committee challenges leaders 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 leaders, and listens sensibly to the suggestions of officers from the local authority and Mudiad Meithrin. As a result, the management committee's commitment is good.

Improving quality: Good

The setting's self-evaluation procedures are well-established and are fully operational. Under the guidance of the local authority, leaders have established consistent and quantitative arrangements for monitoring children's outcomes and provision through annual practices. As a result, there is a positive culture of self-evaluation, which has led to consistent improvements to the setting's work and provision. For example, it has developed the learning areas to include more numeracy experiences, which has had a positive effect on children's numeracy skills.

Practitioners give effective consideration to each other's views, and those of parents and carers, as part of the self-evaluation process. There is a comment box in the foyer, and useful questionnaires are available for parents and carers to express their views. As a result, obvious improvements have derived from these considerations, such as the weekly session for parents and carers to look at their children's work, and opportunities for them to take part in the setting's activities.

The setting's development plan identifies areas for improvement effectively. Targets in the development plan derive directly from the setting's self-evaluation procedures.

The leader prioritises expenditure sensibly, in line with the actions that have been identified for improvement. As a result, there are robust self-evaluation procedures in place. These have a purposeful effect on specific targets to improve the setting's current work, and planning intelligent developments for the future.

All practitioners are keen to embrace new ideas from the local authority's advisory teacher and Mudiad Meithrin in relation to provision and aspects of management. They act on their advice regularly. This leads to beneficial improvements, such as using the foundation phase profile intelligently to contribute to assessment practices and identifying relevant starting points for the children.

Partnership working: Good

The setting has a range of effective partnerships. Practitioners work successfully with these partners to improve provision and children's outcomes.

There is a positive link with the school. Specific staff from the school visit the setting regularly to provide support. The setting and the Reception class are next door to each other, and children have specific sessions with the schoolchildren during the week. For example, they undertake phonics activities and are given useful opportunities to sing regularly. This strengthens children's transition arrangements successfully. Practitioners also transfer children's personal information and assessments purposefully at the end of their time at the setting.

Practitioners take active steps to include parents and carers in the life of the setting. Practitioners inform them regularly, through newsletters and social media, about all aspects of the setting's work. They are encouraged to give their views on issues to improve the setting through questionnaires and regular discussions. As a result, practitioners have ensured that parents have a better awareness of the children's activities during the week. This includes encouraging parents to join their children for a singing session and an opportunity to see their work once a week.

The setting's community links support children's learning successfully. This includes community fundraising events and beneficial support when applying for relevant sponsorship and grants. The setting also supports local and national charities regularly. This nurtures children's kindness and care towards others successfully.

The setting works purposefully with external agencies, such as the local authority and Mudiad Meithrin. These organisations support practitioners' documentation and training effectively. Practitioners also work and liaise with a wide range of other partners, who make important contributions towards improving provision. These include agencies that provide training in first aid, food hygiene courses and child protection.

Resource management: Good

Leaders focus directly on improving all aspects of the setting's work by sharing duties wisely and allocating resources effectively. They work purposefully with other practitioners. They also use performance management procedures intelligently to target purposeful training, in order to meet children's needs successfully.

Performance management procedures are well-established and have a positive effect on the setting's day-to-day practices.

Leaders' management practices enable practitioners to develop and share their professional knowledge sensibly. All practitioners focus on providing engaging experiences and interesting resources to support children's learning well, such as ICT hardware and software, and adventurous and educational outdoor areas. As a result, the setting is a successful learning community, in which effective co-operation between all practitioners focuses on improving children's outcomes.

Leaders and the management committee use the budget intelligently and prioritise expenditure effectively in line with the targets in the development plan. They ensure that funding is used purposefully to improve provision, maintain stimulating learning experiences and make progress in children's outcomes. They make sensible use of external grants to improve provision for children, such as a Mudiad Meithrin grant for outdoor clothing.

Considering children's overall progress, the effective provision and the purposeful leadership, the setting provides good value for money.

Glossary of terms

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| 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. |

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| 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 |