



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

**Report following monitoring
Level of follow-up: focused improvement**

**Cylch Meithrin Llangwryfon
Neuadd Santes Ursula
Llangwryfon
Aberystwyth
Ceredigion
SY23 4HA**

Date of visit: March 2018

by

**Estyn, Her Majesty's Inspectorate for Education and
Training in Wales**

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Outcome of visit

Cylch Meithrin Llangwryfon is judged to have made sufficient progress in relation to the recommendations following the core inspection in September 2015.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the setting from any further follow-up activity.

Progress since the last inspection

Recommendation 1: Embed planning procedures further to develop children's skills more systematically across the areas of learning

Very good progress in addressing the recommendation

The setting uses the local authority's guidelines effectively in order to ensure that practitioners plan activities across all areas of learning. They use a more relevant planning format that ensures that practitioners focus on specific skills. There is now a robust link between activities and skills. Practitioners plan activities carefully and the leader records which skills are developed in order to ensure effective progression. This ensures that they use the record effectively in order to plan tasks that are appropriate for the children's needs and challenge them successfully. For example, this term's plans have a strong focus on enriching children's language in line with their ability and linguistic background. This develops most children's skills coherently.

When planning focus tasks, the leader sets different outcomes for children of different ages and abilities. As a result, there is a clear focus on ensuring that the skills that are highlighted in plans are developed fully during practical sessions. Plans for children's independent play also place a firm focus on developing these skills. Practitioners update and vary these plans regularly in order to reinforce children's learning successfully. For example, recent activities include fun learning experiences that focus on Easter.

Recommendation 2: Develop the use of children's assessment outcomes in planning the next stages in their learning

Very good progress in addressing the recommendation

Practitioners' awareness of children's attainment is developing soundly. Following effective support from the local authority's advisory teacher and relevant training, practitioners have a more comprehensive understanding of the philosophy and requirements of the foundation phase. This ensures that they plan beneficial activities for all areas of learning. They use this understanding, in addition to new assessment arrangements, more effectively in order to meet children's needs.

Practitioners record observations of children's achievements regularly during focus tasks and while they play in the continuous provision. There is a robust link between these assessments and learning objectives, and practitioners discuss them on a weekly basis in order to identify the next steps. This makes a sound contribution towards decisions about the resources that are provided in the continuous provision,

and towards relevant evaluations of the effectiveness of tasks. Although the way forward is not always identified on individuals' assessments, the next steps are identified clearly within weekly plans. This ensures that practitioners plan activities that respond to children's needs successfully and develop their skills, knowledge and understanding coherently. These arrangements also contribute effectively towards ensuring that practitioners provide effective feedback for parents on their children's progress.

Recommendation 3: Establish more rigorous evaluation procedures to identify and address areas requiring attention

Very good progress in addressing the recommendation

The leader and management committee know the setting well, and their understanding of the areas for improvement is developing soundly. Practitioners, the management committee and the registered person, under the robust guidance of the link teacher, have set sensible priorities for the new leader's first year. The leader continues to work very closely with the link teacher to ensure that the setting's self-evaluation arrangements focus on improving provision. For example, the leader has attended valuable foundation phase training in order to develop more effective daily arrangements, in addition to aspects of continuous provision. A visit to a nearby setting has also strengthened leaders' ability to judge standards and provision within the setting. Following a comprehensive evaluation of provision, they have begun to identify important areas for improvement. For example, leaders have identified the need to improve children's physical skills and have applied for grants to purchase purposeful resources.

The leader ensures that the management committee receives weekly written reports on the setting's work. These detailed reports include appropriate comments about provision and the setting's administrative arrangements. As a result, committee members receive beneficial information in order to begin to judge the effect of provision on children's standards. They are beginning to contribute appropriately to the setting's self-evaluation arrangements by observing learning sessions and gathering parents' views through purposeful questionnaires. For example, committee members have observed learning sessions in order to measure the effect of specific training on children's social and emotional development.

Communication between the setting and parents has strengthened considerably. The leader communicates very confidently with parents and shares any information about the setting orally and through social media. The management committee considers all parents' views before implementing any administrative changes. A good example of this is the consultation about the possibility of extending the number of days that the setting is open. Leaders are now beginning to gather parents' views on the effectiveness of the setting's leadership and provision appropriately through a purposeful questionnaire. The self-evaluation document is now evaluative and includes clear evaluations, which outline strengths in addition to comments about what should be included in the development plan.

The setting's development plan includes suitable targets. The setting has made strong progress against all targets, and this is beginning to have an effect on children's standards. For example, it has made more effective use of the outdoor

area and has established specific learning areas, which has had a positive effect on most children's literacy and numeracy skills.

Recommendation 4: Address the health and safety issue discussed during the inspection

Very good progress in addressing the recommendation

The setting has dealt suitably with the issue that was identified during the core inspection.

Recommendations

In order to maintain and improve on this progress, the setting should continue to maintain the level of progress it has already made, and continue to address those inspection recommendations in which further progress is needed.