



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

**A report on**

**Cylch Meithrin Pentraeth  
Ysgol Gymuned Pentraeth  
Anglesey  
LL75 8UP**

**Date of inspection: June 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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

This and other Estyn publications are available on our website: [www.estyn.gov.wales](http://www.estyn.gov.wales)

Copies of this report are available from the setting and from the Estyn website.

**This document has been translated by Trosol (Welsh to English).**

**© Crown Copyright 2018: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.**

**Publication date: 30/08/2018**

## Context

Cylch Meithrin Pentraeth is a Welsh-medium setting. It meets in a self-contained room at Ysgol Gymuned Pentraeth, in Anglesey local authority. The setting provides education for four mornings a week, between 8.50am and 11.20am, during term time.

The setting is registered to admit up to 16 children at any given time, and admits children between two-and-a-half and three years old. Many of the three-year-old children 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 a few children with additional learning needs.

The setting employs three qualified practitioners, including the leader. The leader began in post in September 2000.

The setting was last inspected by the Care Inspectorate Wales (CIW) in March 2017. The setting was last inspected by Estyn in June 2014.

## Summary

<b>The setting's current performance</b>	<b>Good</b>
<b>The setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The setting's current performance is good because:

- Most children develop effective literacy and numeracy skills
- Many children's oral Welsh improves quickly from low starting points
- Nearly all children behave responsibly and politely
- Purposeful teaching engages children's interest in improving their daily work productively
- Practitioners use the Welsh language purposefully
- Practitioners work together conscientiously and provide engaging activities for children, both indoors and outdoors
- Practitioners support children positively and create a warm and kind ethos for them
- The learning environment within the building is organised effectively to target children's interests and stimulate them to work promptly

### Prospects for improvement

The setting's prospects for improvement are good because:

- The leader's appropriate vision ensures that teaching, use of the Welsh language and learning are purposeful
- The setting's objectives, plans and policies, on the whole, focus intelligently on ensuring effective provision
- Regular self-evaluation procedures lead to setting useful targets to make improvements
- Practitioners are keen to benefit from relevant training
- The leader makes purposeful use of external agencies, such as the local authority and Mudiad Meithrin
- The management committee ensures suitable support

## Recommendations

- R1 Ensure that practitioners' assessments lead directly to purposeful planning, which targets the next steps in children's learning effectively
- R2 Improve provision and opportunities to develop children's information and communication technology (ICT) skills
- R3 Improve provision and opportunities to learn productively in the outdoor area and the local community
- R4 Ensure that the leader and management committee plan strategically to respond to the setting's needs promptly and thoroughly

### 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 sound progress from starting points that are similar to, or below, the expected average. They develop their literacy and numeracy skills effectively. Many children's oral Welsh improves quickly from low starting points.

Many children use simple language patterns and phrases effectively, with encouragement from practitioners, during informal play and focus tasks. For example, they find and identify different animals and their various features in the sand, and match animals and their offspring while playing board games. A majority try to create simple sentences, while building on their awareness of specific language patterns. For example, they ask politely for fruit and a drink around the snack tables and discuss how to share resources intelligently.

Many children develop their use of the Welsh language effectively. They follow instructions that are given in Welsh successfully, and many use the Welsh language regularly with encouragement from practitioners. A few strive to use the language wholly independently orally with each other and adults. Nearly all children sing familiar nursery rhymes and songs enthusiastically in Welsh.

Many children handle books in the reading area like natural early readers. They respond intelligently to practitioners' questioning when discussing characters and events in stories. When responding to the content of books during plenary sessions and with adults, they understand the purpose of pictures and writing to convey the story. Many children imitate the practitioners to each other when reading a story and understand that different emotions and feelings relate to individual characters, for example as they identify the noisiest animals on the farm, and that it is pointless for the owner to wash farm animals because they live in the fields and mud.

Many children make marks effectively when experimenting with different media. They persevere purposefully with early writing experiences, use crayons to scribble and paint to portray flowers in the outdoor area. A few children strive sensibly to record customers' orders on paper in the role-play farm shop. Many children experiment with their fingers in different wet media, and a few use chalk on the wall and pencils on paper to practice the letters in their names successfully. Many children also recognise their own names and others correctly when completing the register themselves and setting table mats on the snack tables.

Most children use mathematical language effectively. For example, they compare the value of different coins in the shop when buying fruit, and build towers confidently with three-dimensional shapes. A majority of the children count to 10 independently. A minority identify, name and count to 10 and beyond correctly, when sorting shapes and objects such as animals and cars. Most children understand differences in size when searching the outdoor area and the wooded area on the school grounds for leaves, twigs and insects. They explain 'big', 'small' and 'medium-sized' objects, whether they are 'heavy' or 'light', and whether buckets are 'empty' or 'full'.

Children do not use ICT equipment purposefully enough. As a result, their use of educational software and apps in Welsh to develop their ICT and thinking skills is adequate.

Many children choose equipment and materials effectively to solve practical problems to develop their investigative skills and creativity. For example, they use stamps to match animals on paper with farm sounds, build a track for trains and use tongs to find numbers in the rice. Most children develop their physical skills well when running and dancing in the school hall occasionally, running races in the outdoor area and riding bicycles and vehicles on the school playground.

### **Wellbeing: Good**

Nearly all children relate well to adults and visitors as they arrive at and leave the setting. They show interest and perseverance in their learning. As a result, most concentrate with motivation during independent activities and focus tasks. They enjoy the activities in all areas of learning, and many children share and work diligently with other children. Many children show positive attitudes towards new experiences. For example, they are very enthusiastic when shaking a parachute together energetically and milking a rubber glove in the outdoor area to represent the cow's udders.

Many children are confident learners and work independently during play activities. This is evident when they decide to continue with a specific task or start a new activity of their choice. Most choose thoughtfully which areas of learning include their favourite activities. They explain sensibly which practical tasks are of most interest to them and in which part of the building or outdoor area they would like to work. As a result, most children begin to express their views and personal preferences effectively.

Most children behave responsibly and are polite. They show respect when responding to adults and each other. Most listen sensibly to adults, for example when brushing their teeth together and when they sit in turn to eat their snacks. Nearly all children wash their hands thoroughly and without much prompting from practitioners after using the toilet and messy play. This shows their sound understanding of the importance of hygiene to support a healthy lifestyle.

<b>Key Question 2: How good is provision?</b>
---

<b>Good</b>
-------------

### **Learning experiences: Adequate**

Practitioners plan flexible and interesting activities, which motivate the children to learn effectively through practical and creative tasks. They ensure beneficial opportunities to develop children's literacy, numeracy, creative and physical skills.

Literacy and numeracy activities are prominent across the setting, such as in the farm shop and the home area. As a result, practitioners motivate the children to perform at their best consistently. For example, practitioners encourage the children to trace animal shapes with pencils, and note that milk and beef come from cows, lamb and wool from sheep, sausages, bacon and pork from pigs, and chicken and eggs from chickens.

Practitioners plan purposefully to develop children's physical and creative skills effectively. They enable children to investigate and experiment when riding bicycles outdoors, and dressing as different characters such as a princess and a builder.

On the whole, activities engage children's interest purposefully. However, although there is skilful planning in place, it does not consider individual children's needs in enough detail to target the next steps in their learning effectively. Planning does not define clearly enough the learning aims and purpose of focus tasks to challenge children further. Although there is a range of different tasks, practitioners do not evaluate the effect of activities on children's outcomes thoroughly enough. As a result, practitioners do not always ensure the greatest progress in children's learning by planning for the future.

The setting's provision for developing the Welsh language is successful. Practitioners model the Welsh language very well. They are consistent, natural and correct with the children. They encourage the children to use the Welsh language as much as possible by singing songs, reciting nursery rhymes, counting and responding to familiar phrases. This improves children's spoken language in a short period of time. The setting promotes children's awareness of Welsh traditions and celebrations successfully. These activities include celebrating St David's Day and St Dwywen's Day.

Provision to develop ICT skills is appropriate and provides suitable opportunities for children to use cameras, tills and electronic toys. However, practitioners do not plan purposefully enough to develop children's skills effectively enough across the learning areas with ready-made and useful resources.

The setting does not make beneficial use of visits and visitors to enrich children's learning experiences effectively. As a result, there are not enough opportunities available for children to learn productively in the local community and about the roles of people in their local area.

### **Teaching: Good**

Practitioners have up-to-date knowledge of child development and a sound understanding of the requirements of the foundation phase. This has a positive effect on children's outcomes. Practitioners work together purposefully to create a good learning environment for children. They celebrate children's strengths and support them consistently as they learn and use new skills. Effective examples of this are the various activities that are set for groups to research the features of farm animals and vegetables.

Practitioners encourage the children to move freely between different learning areas, both indoors and outdoors. They encourage children to work with each other effectively during literacy and numeracy tasks in various learning areas. As a result, practitioners intervene sensibly in children's play, and stimulate and motivate children to explain their understanding effectively. They welcome children enthusiastically as they arrive at the setting, and this warm approach continues throughout the sessions. They manage children's behaviour positively and safely. This encourages children's participation and enjoyment in all kinds of activities successfully.

Practitioners use purposeful questioning to develop children's thinking skills and their willingness to make decisions and solve problems successfully. This is evident when children set the table in the kitchen with dishes and match numbers to mathematical equipment.

Practitioners record daily assessments appropriately by using the local authority's record books. They discuss sensibly with the children what they need to do to improve their work during tasks. Practitioners have a useful understanding of what the children are able to do over time. However, they do not use daily assessments regularly enough to target the next steps in children's learning rigorously, when planning the way forward for individuals.

The setting informs parents and carers regularly about their children's achievements at the end of sessions. When they leave the setting to go to school, practitioners present a useful record of children's progress to the teachers. They also provide examples of the children's work to parents and carers. These are based on daily observations over time and show children's achievements and progress effectively.

### **Care, support and guidance: Good**

Practitioners provide positive opportunities to promote children's spiritual, moral, social and cultural development. They use group sessions effectively to encourage children to concentrate on each other's feelings, respond in Welsh and act responsibly. This includes allowing them to speak in turn and share equipment and food sensibly during snack times. As a result, practitioners promote values such as fairness, respect and co-operation successfully.

Practitioners create valuable opportunities for children to pray and say thank you every day. This supports a reflective atmosphere as the children sit to listen to adults, wash their hands and put on aprons. By doing so, children take turns politely when eating snacks and sharing drinks around the dining tables. They also use sensible practices, such as 'helper of the day', to promote independence and responsibility among the children.

There are useful arrangements to support children's health and wellbeing. Arrangements such as eating a healthy snack and playing energetically in the outdoor area support children's learning effectively. This contributes sensibly to their understanding of the importance of keeping fit and healthy. As a result, the setting has efficient arrangements to promote eating and drinking healthily. Physical challenges in the outdoor area and on the school's adventure equipment encourage children to understand that physical exercise contributes purposefully to a healthy lifestyle. Practitioners provide regular opportunities for children to recycle paper, card, plastic goods and food. This develops their understanding of the importance of sustainability successfully.

The setting is a safe environment and practitioners care watchfully for the children when they arrive at the setting and when they are collected. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners use positive behaviour strategies purposefully. They ensure that children feel happy and safe in their company through sensible and sociable discussions. As a result, children often ask practitioners for help and support to improve their work and expand their experiences.

Practitioners record children's starting points accurately on entry to the setting, by using the foundation phase profile and the local authority's procedures. They review children's progress regularly, and identify and support children with additional learning needs very effectively. With the support of the school and the local authority, practitioners work purposefully with useful agencies. This ensures up-to-date support and valuable future provision for children with additional needs.

### **Learning environment: Good**

Practitioners promote a positive ethos through established daily activities and sensible attitudes towards our differences and similarities as a human race. As a result, everyone acknowledges, respects and celebrates diversity successfully. The setting achieves this actively by celebrating different holidays, such as the Chinese New Year and the lives of different children from all around the world. Practitioners also encourage children to play with dolls from different ethnic backgrounds effectively.

Practitioners have a sound understanding of children's needs and recognise their individuality sensibly. The setting is an inclusive community in which each child has the same opportunity to benefit from all areas of learning and equipment, both inside and outside the building. As a result, practitioners focus on maintaining a caring environment successfully.

The indoor learning environment is clean and the room is in good condition and maintained conscientiously. Practitioners organise the learning areas sensibly to create an engaging and interesting indoor learning environment. They encourage children to move from one learning area to another without much prompting, which contributes successfully towards providing a variety of practical experiences for them.

The use of the outdoor area for lively activities, such as riding bicycles on the school playground, develops children's physical skills well. The setting is given freedom by the school to use the outdoor area as it wishes. The leader and management committee have development plans to improve the setting's dedicated outdoor area. However, the current use of the outdoor area does not ensure enough opportunities for children to develop all of their skills consistently and regularly outdoors.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
--	-------------

### **Leadership: Adequate**

The leader is experienced and leads the setting conscientiously. She has an appropriate vision, which ensures that teaching, the use of the Welsh language and learning are effective. There is beneficial co-operation between the leader and all practitioners. Together, they set a beneficial direction for the setting. They maintain robust practices in all sessions, such as keeping to a specific timetable and organising attractive learning areas inside the building. The leader's management systems are suitable and maintain sensible improvements. For example, they have developed better provision in the role-play areas and good opportunities to develop children's literacy and numeracy skills.

On the whole, the setting's objectives, plans and policies focus intelligently on ensuring effective provision. The dedicated leader and practitioners are fair and kind when dealing with children. They have sound expectations of each child in terms of their behaviour and their willingness to work and achieve consistently. They succeed in motivating them towards improvements positively, sensibly and supportively. As a result, these practices meet children's needs and promote their achievements purposefully.

The leader uses relevant information about the setting to ensure improvements to provision. Recently, this has included developing assessment practices, by using the foundation phase profile and the local authority's procedures effectively. However, there is no effective progress in terms of improvements against most of the recommendations from the last Estyn inspection. As a result, the leader and management committee do not plan strategically to respond to the setting's needs promptly and rigorously enough.

The leader focuses well on national priorities, such as developing literacy and numeracy strategies. The leader has recently begun to target better provision of useful ICT resources of a high standard to improve children's technological skills.

The leadership, which includes a management committee, ensures that provision for children is interesting and purposeful. Although there is only a small committee, it ensures that practitioners understand their roles in full and work diligently as a team. These procedures ensure that practitioners have clearly-defined responsibilities. However, practices to supervise and evaluate provision regularly are currently inconsistent. They are not thorough enough to ensure that opportunities to develop professionally through annual evaluations are wholly functional and effective.

The management committee receives information about the setting's practices occasionally from the leader. It meets to organise activities from time to time. As a result, the management committee does not challenge the setting purposefully as a critical friend. It does not build on established practices to target the areas that need further improvement.

### **Improving quality: Good**

A positive culture of self-evaluation and regular improvements in children's standards and wellbeing permeates the setting's work. The leader, under the guidance of the local authority, has established thorough arrangements to monitor children's outcomes, provision and her role. Self-evaluation procedures consider the views of practitioners, parents and carers, the local authority and Mudiad Meithrin sensibly.

Through purposeful co-operation, the information that is collected each year through the local authority's quantitative procedures contributes effectively to these practices. Areas for improvement that are identified are appropriate and, as a result, the setting makes meaningful improvements over time, such as creating areas to develop children's literacy and numeracy skills. As a result, the setting's development plan derives directly from the self-evaluation report.

The leader prioritises expenditure usefully, in line with the actions that have been identified for improvement. She agrees on the targets with other practitioners and

they implement the changes purposefully together. They are keen to embrace new ideas that are suggested by the local authority's advisory teacher and the Mudiad Meithrin officer. They act on their advice regularly for the benefit of the children. This leads to beneficial improvements, such as using the foundation phase profile to set useful starting points for children.

### **Partnership working: Good**

The setting works effectively with partners to improve children's standards and wellbeing, in addition to teaching and care. There is sensible co-operation with external agencies, such as the local authority and Mudiad Meithrin. This positive relationship reinforces the setting's work and supports it actively with purposeful training and management documentation.

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, which includes good use of social media. It also encourages them to express their views on issues to improve the setting through questionnaires and regular discussions.

The setting uses its prosperous links with the school to support children's learning. This includes using the school's resources and accepting useful advice from the school's headteacher and link teacher. Arrangements for transferring information, as the children start and settle at the school, are good and have been established firmly.

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

### **Resource management: Good**

The leader aims consistently towards improving the setting's day-to-day work by managing staff and resources efficiently. She has succeeded in ensuring that the setting has enough qualified practitioners with appropriate training to support children's needs.

Procedures to improve the setting are effective. They lead to watchful care, an interesting indoor environment and sound teaching, which has a purposeful effect on children's outcomes. They also enable practitioners to develop and share their professional knowledge successfully, such as improving provision for literacy and numeracy in the learning areas. As a result, the setting is a stable learning community.

The setting manages resources wisely to support learning, such as changing the role-play areas often to stimulate children and using the school's resources sensibly. As a result, they make appropriate improvements by discussing and funding plans for improvement satisfactorily. However, provision in terms of ICT and the outdoor area have not been developed effectively.

The leader ensures that the use of money has a direct effect on children's standards and wellbeing, in addition to provision. Overall, she prioritises expenditure

appropriately and identifies sensibly responsibilities and appropriate timescales against the targets in the development plan.

The overall quality of provision and effect of leadership on improving teaching, care and children's outcomes ensure that the setting provides good value for money.

## Glossary of terms

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

<b>National Day Nurseries Association (NDNA)</b>	This organisation aims to improve the development and education of children in their early years, by providing support services to members.
<b>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education