



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

A report on

**Cylch Meithrin Stryd y Bont
Llangefni Children's Centre
Ffordd y Coleg
Lôn Talwrn
Llangefni
LL77 7LP**

Date of inspection: January 2017

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 Stryd y Bont is a Welsh-medium setting that meets in Llangefni Children's Centre in Anglesey local authority. The setting is open five days a week and has three practitioners.

The setting's registration allows it to admit up to 24 children at any given time, and the setting admits children between two and three years old.

Nearly all children are of white British origin and approximately half speak Welsh as their first language. There are currently very few children with additional learning needs.

The leader was appointed to the post in April 2003. The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in November 2013 and by Estyn in February 2010.

Summary

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 show sound progress in developing their literacy and numeracy skills from their starting points
- Nearly all children are enthusiastic learners and behave responsibly
- Practitioners plan a broad and balanced curriculum, which improves children's learning
- Practitioners' high expectations ensure a consistent challenge for children
- Practitioners work together purposefully and their watchful care creates an effective learning environment
- All practitioners' consistent use of the Welsh language has a positive effect on children's speaking skills and understanding
- Indoor learning areas and the outdoor area engage children's interest and motivation successfully

Prospects for improvement

The setting's prospects for improvement are good because:

- The leader provides a clear direction for the setting's daily and long-term work
- The rigorous evaluation systems consider the views of everyone who is involved with the setting
- Practitioners' training is effective and influences teaching
- Purposeful use of support services benefits children and has a positive effect on their wellbeing
- Positive partnerships with parents, external agencies and the local school support the next steps in children's learning purposefully
- The support of the local authority and Mudiad Meithrin is very beneficial in terms of practitioners' training
- The sensible support of the management committee supports effective provision, and ensures rigorous management of funding and regular monitoring of the leader's and practitioners' practices

Recommendations

- R1 Improve the early writing of the most able children
- R2 Provide better opportunities to develop children's information and communication technology (ICT) skills
- R3 Ensure that practitioners' introductions to tasks correspond appropriately with the children's age and ability

What happens next?

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Most children show sound progress in developing their literacy and numeracy skills, although many of their starting points are lower than expected. They are now able to recall previous learning and work together successfully. An example of this is preparing a cake in the mud kitchen, and filling and emptying buckets of sand before loading the mixer in the construction area.

Most children's Welsh language skills and their use of the Welsh language are developing purposefully. Many children show a good basic understanding of the language. They use familiar words and phrases sensibly when making jungle animals with dough and when balancing on a balance beam in the outdoor area. Most children understand what to do when they are given an instruction in Welsh. This is evident when they listen attentively to stories in plenary sessions and when they begin to use money in the fruit and vegetable shop.

A majority of children use language patterns and phrases purposefully without being prompted by an adult. This happens during informal play and focus tasks. This can be seen as they respond intelligently to practitioners' questions in Welsh during tasks and at tables while eating their snacks. They respond well to a range of group activities while driving tractors in the outdoor area, comparing the size and shape of elephants and completing jigsaws. Most children show an interest in books. They understand the purpose of the pictures and compare well-known Welsh characters effectively. Most children handle books in the reading area as confident early readers.

Most children experiment with mark-making effectively. They enjoy early writing experiences and use various media such as chalk, shaving foam and paint. A very few children are beginning to form letters of the alphabet and numbers in recognisable forms when handling pencils and crayons. However, the most able children do not develop their early writing skills well/effectively enough. A majority of children explain the purpose of writing in the correct context. A minority of children recognise their own names and the names of other children correctly during the registration period.

Most children use mathematical language purposefully in common contexts. A majority of children recognise, name and count numbers to five with the help of an adult. A minority count to ten and beyond correctly when sorting shapes, objects and different-coloured elephants. Most children understand the differences in size when painting faces and estimating the size of eyes, hair, mouths and noses correctly. They explain successfully whether objects are 'big', 'medium-sized' or 'small'. Most children use an appropriate range of mathematical language when working together in spontaneous play, for example when comparing the length and weight of different objects. They also use numbers purposefully in practical activities when comparing the number of two-dimensional and three-dimensional shapes, and when counting the number of creatures in the small world area.

Nearly all children enjoy listening to music and respond enthusiastically to familiar Welsh nursery rhymes and songs. They hit a tambourine enthusiastically during music activities and move sensibly to lively music when dancing.

Most children use technology effectively when using headphones, cameras and electronic toys in everyday activities. However, their use of educational software to develop their thinking skills, ICT skills, literacy and numeracy skills is limited.

Many children choose relevant equipment and materials to solve practical problems effectively. For example, they use suitable equipment and ingredients to make an imaginary cake in the mud kitchen. Most children develop good thinking skills. This has a positive effect on their learning and the standards that they achieve. An example of this is when they work with other children to stamp, wrap and post letters in the post office and when making an owl from different resources, such as paint, leaves and feathers.

Wellbeing: Good

Nearly all children show motivation and interest in their learning, and most children concentrate conscientiously during tasks. They enjoy the activities in the areas of learning and share and work sensibly with other children. Most children show positive attitudes towards new experiences, for example when experimenting with paint and shaving foam to create colourful patterns on their hands and on paper.

Nearly all children are well-behaved and polite. They respond to adults and each other with respect. Nearly all children listen carefully to adults, for example when they investigate the outdoor nature area and when they put on their coats before going home. After using the toilet, messy play and outdoor activities, nearly all children wash their hands thoroughly without too much prompting from adults.

Most children are beginning to understand that they have rights as individuals and that they have a choice to express an opinion and personal preference. An example of this is when they decide to continue to complete specific tasks or to begin a new activity. Nearly all children identify well with adults and visitors as they arrive and leave the setting. Many children are confident learners and are able to work independently. This is evident when many of them explain thoughtfully which areas of learning include their favourite activities and what creature is their favourite jungle animal.

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

The leader and practitioners provide a broad and balanced curriculum, which reflects the ethos of the Foundation Phase successfully. Learning experiences target children's needs and interests rigorously. They provide positive opportunities for them to develop as independent learners by choosing suitable equipment in the mud kitchen. Practitioners work together effectively to deliver interesting and purposeful activities, especially in the stimulating outdoor area. Such activities stimulate and motivate the children to learn through practical and creative experiences.

The setting plans in detail to develop children's literacy, numeracy and thinking skills. Literacy and numeracy tasks are prominent in all areas of learning, and practitioners inspire children to perform at their best consistently. On the whole, learning experiences offer sensible continuity and progression in children's learning. However, the early writing skills of more able children are not stretched adequately.

The setting's provision to develop the Welsh language recognises that children's skills are at a low level on entry. Practitioners address this by modelling words and phrases effectively and regularly. As a result, most children's understanding of the language is developing effectively and they respond by using simple phrases in a short amount of time.

Practitioners organise the activities of the various themes intelligently to challenge children. They provide suitable opportunities for children to contribute to planning. Practitioners provide stimulating opportunities for children to role-play in the home area and the mud kitchen. They develop investigative skills in the nature area and the discovery area, and experiment with paints when printing with their hands and making dough with water, paint, flour and glitter. Activities of this nature build systematically on children's existing knowledge, understanding and skills purposefully.

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.

Provision for developing ICT provides opportunities to use a range of equipment, such as cameras, electronic toys, headphones, a computer and tills. However, practitioners do not provide enough opportunities for children to use purposeful educational software to develop their ICT skills in full.

The setting makes beneficial use of visitors to enrich children's learning experiences; for example, emergency services, the road safety officer, dental hygienists and a refuse lorry teach children purposefully about the roles of people in their community. Practitioners use wooded areas nearby and businesses on the island to promote children's understanding of their local community sensibly.

Teaching: Good

All practitioners have up-to-date knowledge of child development. They are all familiar with the requirements of the Foundation Phase and work together effectively. As a result, they provide a wide range of opportunities to learn through play and practical experiences.

Practitioners greet children warmly and enthusiastically as they arrive for each session. This enthusiasm continues throughout the session. Practitioners manage their children's behaviour positively and safely, and this encourages children's participation and enjoyment in all activities successfully.

Practitioners have high expectations for each child and challenge children consistently. They intervene sensibly in children's play and encourage children to

perform at their best during continuous activities. Practitioners question children purposefully in order to develop their thinking and communication skills. However, on rare occasions, teaching is not wholly effective as it does not ensure younger children's perseverance or concentration. This disrupts the learning of older and more able children.

Procedures for assessing and recording children's achievements are accurate and useful. All practitioners complete daily assessments regularly and consistently. They discuss sensibly with the children what they need to do to improve their work. Practitioners record daily evaluations and discussions effectively in their record books and in the children's 'treasure books'. This leads directly to planning tasks and targeting the next steps in children's learning purposefully. All evidence is matched rigorously to individual children's outcomes by using the Foundation Phase profile as they develop at the setting.

The setting informs parents and carers regularly about their children's achievements. At the end of their time at the setting, practitioners present an informative development book, which includes children's work with annotations and a report on the child's progress for the parents.

Care, support and guidance: Good

The setting provides positive opportunities to promote children's spiritual, moral, social and cultural development. Practitioners use group discussions sensibly in order for children to consider each other's feelings. This fosters values such as honesty, fairness and respect towards each other successfully.

Practitioners provide valuable opportunities for children to reflect, discuss feelings, say thank you and pray. This creates a reflective environment, as the children sit to listen to adults and say thank you for their food. As a result, children take turns politely as they eat their snacks. They also serve milk and water carefully around the dining tables. The system of appointing a helper of the day provides valuable opportunities for each child to shoulder responsibility in turn.

There are efficient arrangements to support children's health and wellbeing, and the setting operates effective systems to promote eating and drinking healthily. As a result, children understand that fruit, vegetables and exercise contribute to a sensible lifestyle. Practitioners provide regular opportunities for children to recycle paper, cardboard and plastic goods. This develops children's understanding of sustainability effectively.

The setting uses positive behaviour strategies that eliminate any type of disruption or oppressive actions. The setting is a safe environment and practitioners take good care of the children when they arrive and when they 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 correctly on entry to the setting and during their time there. Practitioners review children's progress regularly and identify their starting points thoroughly by following the guidelines in the Foundation Phase

profile. By doing so, the setting targets children with additional learning needs effectively, when necessary. Practitioners discuss these children with the appropriate agencies in order to provide support to target their needs as soon as possible.

Learning environment: Good

The setting is an inclusive community in which all children are given equal opportunities to benefit from all areas of learning and resources. Practitioners have a rigorous knowledge of all children, and understand and respond to each individual's needs successfully. Practitioners challenge children positively, carefully and sensitively each day.

The setting promotes a caring ethos through its daily activities. Everyone places a clear emphasis on recognising, respecting and celebrating diversity. The setting achieves this effectively by celebrating different festivals from all around the world, such as the Chinese New Year and by using African fables.

The setting uses its resources very successfully to meet the requirements of the Foundation Phase and children's needs. A wide range of interesting resources are used effectively in continuous activities, focus tasks and opportunities to enrich learning. Resources are accessible to nearly all children and promote their sense of responsibility purposefully. However, the setting does not have enough ICT resources to develop children's skills successfully.

The quality of the building is a strength. It is clean, well-maintained and safe. The outdoor area is stimulating and includes new growing and planting areas, climbing equipment and a nature area in order to investigate and inquire. The setting also uses the nearby woodlands sensibly for environmental investigations.

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

The setting's strategic objectives, plans and policies focus purposefully on ensuring effective provision. This meets children's needs and promote their achievements well. The leader manages the team of dedicated practitioners successfully and she has high expectations of practitioners and children. She succeeds in encouraging them to improve in positive, sensible and supportive ways. She provides a positive strategic direction for the setting's daily and long-term practices, and this promotes and maintains improvements successfully. The leader's vision ensures that planning, teaching and learning are effective.

The leader uses relevant information about the setting to stimulate improvements in provision. Recently, this has included developing assessment practices to target individual children, recording daily assessments in specific books and developing areas to plant vegetables. She also focuses conscientiously on national priorities, such as developing literacy and numeracy strategies to improve children's skills.

The leadership, which includes the management committee, ensure that provision for children is interesting and purposeful. They ensure that practitioners understand their roles in full and work together daily as a team. Regular supervision and evaluation practices are robust. This system ensures that the best use is made of practitioners' expertise, particularly when providing language patterns in the Welsh language. It defines practitioners' different roles and responsibilities sensibly.

The management committee receive information about the setting's practices regularly from the leader. They meet to arrange activities and monitor funding regularly. They challenge the setting appropriately to maintain consistent practices and develop the areas to be improved further.

Improving quality: Good

A positive culture of self-evaluation permeates through the work of the setting. The leader and her colleagues have established consistent arrangements to monitor children's standards and the standard of provision. Effective co-operation and the information that is gathered each day, in addition to the local authority's evaluation guidelines, contribute to this successful practice. Self-evaluation processes consider the views of practitioners, parents, management committee officers, the local authority and Mudiad Meithrin. As a result, the self-evaluation report identifies the setting's strengths purposefully, and the development plan identifies areas for development effectively.

The leader conducts successful quality assurance practices and implements changes through well-developed action plans. The management committee prioritises expenditure in line with the identified actions for improvement.

All practitioners are very happy to accept new ideas that are suggested by the local authority's advisory teacher and the Mudiad Meithrin officer. They receive valuable advice from them to support changes. As a result, practitioners improve provision by adopting different strategies, including the Foundation Phase profile and a system of recording new informal assessments.

Partnership working: Good

The setting has a range of effective strategic partnerships. It works successfully with partners to improve provision and children's standards and wellbeing. Practitioners take active steps to include parents and carers in the life of the setting. The setting informs parents and carers regularly about all aspects of its work. They are encouraged to offer their opinion on issues to improve the setting through questionnaires and regular discussions. As a result, information for parents on the setting's noticeboard has improved.

The partnership with Flying Start is sound and supports the process of creating a correct starting point for children. This targets needs at an early stage by using the expertise of external agencies. In addition, there are positive links with the local school. The nursery teacher visits the setting and children visit the nursery class at the school. This supports children's transition arrangements well. Arrangements for transferring personal information and assessments are effective and benefit the children as they settle at the school.

The setting works purposefully with external agencies, such as the local authority, local colleges and Mudiad Meithrin. This reinforces the positive partnership that exists, and these organisations support documentation and practitioners' and students' training effectively.

The setting's community links support children's learning well. This includes successful fundraising events and bids for grant funding. In addition, the setting supports local and national charities, which fosters care and kindness among the children.

Practitioners contact and work with a wide range of other partners who make important contributions to improving provision. These include agencies that support the setting with training in First Aid, food hygiene courses, risk assessments, developments in the Foundation Phase and child protection training.

Resource management: Good

Leaders focus directly on improving all aspects of the setting's work by deploying practitioners' intelligently and allocating resources effectively. They ensure that the setting has sufficient qualified practitioners, who have received relevant training, to meet children's needs.

Purposeful leadership practices enable practitioners to develop and share their professional knowledge successfully. As a result, there is a lively learning community in which effective co-operation between practitioners and other partners support all aspects of the setting's work.

Performance management systems are efficient and ensure interesting learning experiences and positive teaching practices. The setting manages resources creatively to support learning. This includes changing the room's layout to support different themes and using the outdoor area to support children's learning.

Leaders use the budget purposefully and prioritise expenditure against priorities in the development plan effectively. This creates purposeful, regular and consistent improvements through beneficial discussions and improvement plans that are funded well. 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 as a result of the progress that children make from their starting points, the effective provision and purposeful leadership.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Fewer than 10 responses were received. No data will be shown.

Appendix 2

The reporting inspector

Mr Nicholas Jones	Reporting Inspector
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Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.wales)

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
CSSIW	<p>Care and Social Services Inspectorate Wales (CSSIW) 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 3 to 7 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 which 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)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (NDNA)	This organisation which 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.