



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Cylch Meithrin Tabernacl
Tabernacle Hall
Elder Lane
Bridgend
CF31 1LH**

Date of inspection: October 2014

by

**Mr Eifion R Morgan
Reporting Inspector**

for

**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 Tabernacl is based in a large hall at the back of Tabernacl Chapel in Bridgend. The Cylch moved to the current location in 1994. The setting is registered by the Care and Social Services Inspectorate Wales (CSSIW) for a maximum of 30 children. Children attend from 2 years of age and move to various primary schools in the area following their fourth birthday. Currently there are 13 children on the role of whom 3 are aged 3 years. Two of these children are funded to receive part-time education.

Children come from the locality and are from English speaking homes. No children are from homes where Welsh is spoken. At the time of the inspection no child was identified with additional learning needs or had a statement of special educational needs.

There are four members of staff two joint leaders and two assistants. The leaders have been in post since 2005 and are experienced in working with young children. All staff are suitably qualified.

The last inspection by CSSIW was in April 2012, and the last Estyn inspection was in December 2008.

Summary

The Setting's current performance	Unsatisfactory
The Setting's prospects for improvement	Unsatisfactory

Current performance

Cylch Meithrin Tabernacl has important areas for improvement that outweigh strengths in its performance. The setting's strengths include:

- children are generally well cared for and supported;
- parents are supportive of the setting;
- practitioners work well together; and
- children are happy and enjoy their time in the setting.

However,

- planned activities are not well matched to children's age and ability and often activities lack a suitable challenge;
- assessment procedures do not identify clearly enough how well children achieve and progress;
- practitioners do not provide enough opportunities for children to become independent learners;
- leaders do not monitor the quality of learning and teaching to ensure high quality provision;
- self-evaluation procedures and development planning does not focus enough on improving children's achievements;

Prospects for improvement

Cylch Meithrin Tabernacl has important areas for improvement because:

- there is no clear understanding of the process of self-evaluation and its importance in raising standards;
- the provision for children's learning is not well monitored to ensure valuable learning opportunities for children;
- leaders pay insufficient attention to advice and guidance to bring about improvement;
- there is no track record of successfully implementing change and improvement
- the management committee is currently insufficiently involved in monitoring the performance of the setting.
- the setting has not fully addressed the Estyn recommendations from the last report.

Recommendations

- R1. Develop an effective self-evaluation system that clearly identifies the setting's strengths and areas for improvement
- R2. Ensure that planning focuses on improving children's standards of achievement;
- R3. Improve assessment procedures to clearly indicate children's achievement and their progress.
- R4. Use the results of assessment to plan activities that are well matched to children's age and ability and to challenge them.
- R5. Provide more opportunities for children to work independently;
- R6. Develop the role of the Management Committee to monitor children's standards of achievement.

What happens next?

I am of the opinion, and Her Majesty's Chief Inspector agrees, that focused improvement is required in relation to this setting. The setting will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the setting's progress on a termly basis.

Main findings

Key Question 1: How good are outcomes?

Standards: N/A

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

Wellbeing: N/A

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

Key Question 2: How good is provision?

Unsatisfactory

Learning experiences: Unsatisfactory

Practitioners provide children with a limited range of learning activities both indoors and outdoors within the six areas of learning. However, weekly planning is not thorough enough and children are not sufficiently challenged. Planning for children's skill development lacks coherence and does not focus well enough on developing children's literacy, numeracy and information and communication skills (ICT). There is a lack of clarity in planning and as a result children's knowledge, understanding and skills are not developed systematically. Practitioners give children regular opportunities to sing Welsh songs and nursery rhymes. Children sing songs they know enthusiastically. Many children enjoy stories but younger children soon lose interest.

Activities are not well matched to children's age and ability and consequently children do not remain on task and persevere unless supported by adults. Work is over directed by adults, which hinders children in developing their independent learning skills.

The setting makes adequate provision for teaching children about Wales and its language and culture. For example, practitioners use Welsh regularly in conversation with the children during activities and children are encouraged to respond in Welsh. There are worthwhile opportunities for children to look at Welsh books and to handle books which they do appropriately. There are sufficient planned opportunities for children to learn about Welsh culture and traditions when they

celebrate important dates such as St. David's day. They learn about Welsh foods and customs and to sing Welsh songs and dress appropriately. Children also learn about Dydd Santes Dwynwen.

Children have limited opportunities to learn about and to understand the importance of recycling waste through recycling fruit leftovers and waste paper.

Planned visits and visitors enable children to learn about the world they live in and to appreciate the people that help them. There are also suitable opportunities for children to learn about other cultures, such as the Chinese new year.

Teaching: Unsatisfactory

Practitioners are committed and sensitive to children's needs. Leaders have effective strategies to ensure that children settle in quickly and feel safe. Practitioners successfully create a positive relationship with children, and as a result children trust them. They use an appropriate range of teaching strategies including working with individual children, pairs and small groups. Occasionally they intervene too quickly and do not allow children sufficient time to work independently. Staff encourage children's language development appropriately through questioning and discussion. Leaders provide written guidelines across all educational areas to help practitioners but these are not well directed at developing children's skills progressively. Activities are not well matched to the different ages and ability of the children.

The pace of some sessions is rather slow and practitioners do not always manage children's behaviour well, such as when the whole group is listening to a story.

Recently, the setting has adopted the local authority's assessment procedures. Practitioners now assess all children on entry, make daily observations and keep detailed records on the development of all children in the six areas of learning. However, this has not yet had time to become embedded or to have a positive effect on standards. Leaders do not use assessment effectively enough to plan activities that reinforce and extend children's learning.

Parents receive some examples of their children's work when they collect them at the end of sessions. This gives parents an indication of their child's progress but no information as to what they can do to help them improve.

Care, support and guidance: Good

The setting successfully promotes children's health and wellbeing. Practitioners welcome children to the setting in the mornings and support them well through praise and encouragement. This ensures that children settle quickly into the setting and are ready to take part in activities set out for them. The setting makes a worthwhile contribution towards developing their emotional and social development. Staff are

responsive to individual children's needs. Children are encouraged to form positive relationships and they enjoy coming to the setting and are happy.

The setting successfully promotes healthy eating and drinking. Children are encouraged to brush their teeth after their food. There are daily opportunities to take exercise but this is rather limited.

Daily activities successfully foster children's spiritual, moral, social and cultural development. Children are encouraged to share and care for each other. Relationships between practitioners and children are good. Circle time is used as an opportunity to listen, talk and to share information

There are appropriate arrangements in place to ensure children's safety. The setting has the appropriate policies in place and procedures are well established. Policies have been formally accepted by the management committee. Practitioners have received recent training in child protection and are aware of their responsibilities and steps to be taken if required to respond to cases of safeguarding children. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

The setting is beginning to encourage children to think about sustainability. For example, children recycle fruit peelings and waste food and collect paper for recycling.

Children learn about other cultures such as the Chinese new year.

Appropriate policies and procedures are in place to support children with additional learning needs. The setting seeks professional help, if necessary.

Learning environment: Adequate

The setting provides a warm welcoming environment where all children have equal access to all activities. Children learn to be tolerant and to celebrate diversity. A limited range of activity areas are available for the children and this provides them with a choice of activity. This includes a reading corner which is a comfortable area for children to look at books. Practitioners are suitably qualified and leaders have considerable experience of working with young children. Resources are adequate to meet most areas of learning.

The accommodation is well maintained and secure. The setting does not have sole use of the indoor accommodation necessitating putting the equipment out each morning. The setting makes effective use of the space available but storage facilities are limited. There is also a restriction on display areas for children's work.

The outside space is inadequate and has an unsatisfactory surface for wheeled toys. Access to the outside is difficult and there are no opportunities for example to grow

plants outside. However, the setting grows seeds in the classroom and this helps children understand that living things need to be cared for. Visits to the locality enhance children's learning experiences for example visiting the local shops.

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

Leaders have successfully created a homely atmosphere where children are happy. Practitioners work well as a team focused on children's wellbeing. However, there is a lack of strategic direction and thinking by the leaders which hinders the setting's development.

The setting has recently introduced new procedures such as monitoring and assessing its provision and appraising staff. However, these procedures are too new to have impacted on children's progress and achievement nor has it significantly improved the other overall provision for the children. The planning of learning experiences remains inadequate and the monitoring of the teaching and learning is ineffectual. Assessment procedures are underdeveloped and do not provide the necessary background information to enable learning opportunities to be well matched to children's needs.

Practitioners understand their roles and responsibilities and support the children satisfactorily. Practitioners have attended training courses but the training is yet to impact on the provision.

Self-evaluation procedures are poorly focused, repetitive and lack clarity. The setting has not made significant use of the advice provided by the local authority support officers who have attended the setting regularly and have provided written suggestions for improvement.

The Management Committee (comprising the chairperson, treasurer and secretary only) do not take a significant role in holding the setting responsible for children's standards of achievement and the setting's provision. Leaders do not keep the management committee well informed. As a result, the management committee is unable to challenge the setting about outcomes for children and the quality of provision.

The setting is implementing national and local authority priorities such as Healthy Eating and Clean Teeth.

Improving quality: Unsatisfactory

The setting's self-evaluation procedure is inadequate and has been ineffective in improving children's achievement.

Self-evaluation as an exercise is undertaken regularly but it lacks clarity and detail. It does not clearly identify the strengths and areas for improvement and has insufficiently focused on children's standards of achievement. Priorities are not clear and many are repetitious from year to year. Planning for improvement does not

focus clearly on improving standards of achievement and targets are not clearly identified. There are no review procedures to evaluate what has been achieved from year to year. The setting has been slow to act on advice provided by the local authority.

The performance of individual staff is not regularly evaluated and any feedback tends to be too descriptive.

Consultation in the development of the self-evaluation document is limited and does not involve all interested partners.

Issues raised in the last Estyn inspection report have yet to be successfully addressed.

Partnership working: Adequate

The setting has an effective partnership with parents and they value the informal contact with the staff. The staff greet all children in the morning and are available to discuss any matters with parents. Parents receive useful information about the setting before their child starts at the setting. Use is made of a notice board to provide further information. Parents regularly receive examples of their child's work which shows their child's progress.

Partnership with feeder schools is at an early stage of development.

The local authority advisory teachers have over the years made frequent and regular visits to the setting and provided them with worthwhile advice and suggestions. However, the setting has made only limited use of such advice and such advice has had little impact on the provision, self-evaluation or leadership. The setting has a valuable partnership with Mudiad which has supported the setting's Welsh language provision. There are effective links to local authority support services including social services.

Resource management: Unsatisfactory

The setting is overall adequately resourced to meet the needs of the Foundation Phase curriculum. However, there are weaknesses notably in the provision for outdoor activities. Resources are used adequately to support the teaching and learning. However, future resource requirements are not identified well enough and newly acquired resources are not evaluated to judge their impact on teaching and learning.

Practitioners have attended professional training courses but this has not had a significant impact on children's achievement to date. There is no evidence that attendance at such courses is evaluated. Practitioner's competence in the Welsh language is variable. However, those learning Welsh are making every effort to learn the language and to use it in the setting.

Financial Management is supervised by the Treasurer of the Management Committee and spending regularly reviewed.

In view of the unsatisfactory provision, assessment of children's achievement and the weakness in self-evaluation and planning for improvement, the value for money is currently unsatisfactory.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

Appendix 2

The reporting inspector

Mr Eifion Rees Morgan	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.uk)

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.