



Arolygiaeth Ei Mawrhydi Dros Addysg
A Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
For Education and Training in Wales

THE INSPECTION OF EDUCATIONAL PROVISION FOR CHILDREN BEFORE COMPULSORY SCHOOL AGE

NURSERY REPORT ON: CYLCH MEITHRIN CRYMYCH

Registered Nursery Education Inspector – Miss D Morris

Date of inspection – 13 and 15 March, 2006

Contract number - T/120/05

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REPORT ON THE INSPECTION OF NURSERY SETTINGS IN THE NON-MAINTAINED SECTOR

Name of nursery- CYLCH MEITHRIN CRYMYCH

**Address- Festri Seion
Crymych
Sir Benfro**

Post code- SA413RL

Telephone- 07773580498

Person responsible for day-to-day management- Mrs E Twose

Position- Leader

About the inspection

This inspection took place as part of a national programme of inspections of the educational provision for children before compulsory school age in Wales. It was commissioned by Her Majesty's Inspectorate for Education and Training in Wales.

The purpose of inspection is to identify good features and shortcomings so that providers can improve the quality of education offered and help children achieve their full potential. Another purpose is to inform parents and the public about the quality of nursery education. A copy of the inspection report must be given to all parents/carers with a child at the nursery and should be available on request to other people.

Inspectors have used a five-point scale to record all judgements. Grade definitions are:

Very good	(Grade 1)	many good features, some of them outstanding;
Good	(Grade 2)	good features and no major shortcomings;
Satisfactory	(Grade 3)	good features outweigh shortcomings;
Unsatisfactory	(Grade 4)	some satisfactory work, but shortcomings in important areas;
Poor	(Grade 5)	many shortcomings

1.0 CONTEXT OF THE SETTING

Context of the nursery setting:

Cylch Meithrin Crymych was established in 1972 and is now located in Seion Chapel Vestry in the middle of the village. It is registered under the Children Act 1989 and is affiliated to Mudiad Ysgolion Meithrin. The Cylch is registered for 16 children. During the inspection, six children aged three attended the Cylch. The children attend the Cylch for 4 mornings each week and until they begin their full time education at the local primary school. The Cylch is open for 39 weeks a year.

Most of the children who attend the Cylch live in the local community and the surrounding areas, and the families represent a broad socio-economic mix. This term the vast majority of children come from homes where Welsh is not the main language spoken. Welsh is the medium of learning in the Cylch and Welsh is introduced to children who come from non-Welsh speaking homes naturally and successfully through the daily activities provided.

The green areas located outside the Vestry offer children a suitable play area and there is a shed to store large equipment. The Cylch make use of the chapel toilets, which are located outside the Vestry but are convenient. They are in a satisfactory condition overall.

A very experienced leader, who has an NVQ level 3 Childcare Qualification, leads the Cylch. Two full-time assistants are also employed in the Cylch. One of the assistants is also studying for the NVQ level 3 Childcare Qualification. In addition, one assistant is employed to care for a child with additional learning needs. The staff attend training in education in the Early Years, including First Aid and Child Protection, which are arranged by Mudiad Ysgolion Meithrin and other agencies. The setting is part of the Pembrokeshire Early Years Development and Childcare Partnership and benefits from support from the Early Years Advisory Teacher and from Mudiad Ysgolion Meithrin's Development Officer.

The Cylch was inspected fully by the Care Standards Inspectorate for Wales, and during the previous year received the 'Cylch Rhagorol' quality mark from Mudiad Ysgolion Meithrin.

2.0 MAIN FINDINGS OF THE REPORT

2.1 The overall quality and standards of educational provision and whether or not the provision successfully promotes the goals for children's learning

The quality of the educational provision successfully promotes the Desirable Outcomes for Children's Learning.

2.2 Standards achieved by children in the six areas of learning

Six areas of Learning	Judgement for 3-4 year old children	Judgement for 4-5 year old children
Language, Literacy and Communication Skills	Good	Not Applicable
Personal and Social Development	Very Good	N/A
Mathematical Development	Good	N/A
Knowledge and Understanding of the World	Very Good	N/A
Physical Development	Good	N/A
Creative Development	Good	N/A

2.3 Inspection judgement on the quality of education provided by the setting

Quality of Education	Judgement for 3-4 year old children	Judgement for 4-5 year old children
Quality of planning for children's learning.	Good	N/A
Quality of teaching.	Good	N/A
Quality of assessment and recording of children's progress, and reports for parents and carers.	Good	N/A
Quality of the relationships with parents, carers and the community.	Very Good	N/A

2.4 The quality of the leadership and management of the setting

The quality of the leadership and management of the setting is good.

2.5 The quality of provision for children's spiritual, moral, social and cultural development

The quality of provision for children's spiritual, moral, social and cultural development is good.

2.6 The progress made by the setting in implementing the key issues for action identified in the last inspection report

Estyn has not inspected this setting previously.

3.0 THE STANDARDS ACHIEVED BY CHILDREN IN THE SIX AREAS OF LEARNING **Standards achieved by 3-4 year-olds**

3.1 Language, Literacy and Communication Skills

Good features

The children listen well and respond enthusiastically to presentations and stories. A good number of children speak confidently about their experiences and can ask and answer questions. Most children speak clearly and use an increasing range of vocabulary. They enjoy choosing books from the book area, and they can recognise and discuss the illustrations simply. The older children begin to understand that letters have sounds. They begin to understand the purpose of writing and they use a range of marking tools in their play including pencils and crayons. The children know the words of familiar songs and rhymes and sing them well.

Shortcomings

There is a need to extend further the older children's language and communication skills.

3.2 Personal and Social Development

Good features

The children arrive at the Cylch in the mornings happy and eager to choose their play activities. They demonstrate confidence and self-control in their play. They establish very good relationships with other children and with adults and demonstrate confidence in seeking help from adults when required. These are very good features. Most children concentrate and persevere well during group activities with an adult. They behave very well and are ready to wait their turn. They demonstrate increasing independence in dressing and personal hygiene. Through suitable stories they know about friendship and care for others. Through bringing a piglet to the Cylch, children are encouraged to understand the importance of treating all living things with care and respect. They respond very well to a range of new cultural experiences including celebrating St David's Day and The Chinese New Year.

Shortcomings

There are no significant shortcomings.

3.3 Mathematical Development

Good features

Children can count to ten and some individuals can count out up to three objects correctly. The majority of children can sort, match, order and sequence objects and complete simple games successfully. The children can recall familiar number rhymes and songs and learn about number through listening to suitable stories. The older children recognise and can name more familiar two-dimensional shapes correctly. Through practical activities, including using play dough and building with large blocks, the children begin to learn basic mathematical vocabulary such as big and small. They can create and follow a pattern correctly. They demonstrate an increasing awareness of the purpose of money during their play activities.

Shortcomings

There is a need to extend further the older children's number skills.

3.4 Knowledge and Understanding of the World

Good features

The children are beginning to appreciate the importance of the environment. They care for plants and observe well the flowers they grow. Through a visit to the National Botanical Garden of Wales they learn more about different plants. They can prepare food for the birds and understand well the importance of caring for birds during the winter. They observe and discuss simply the main features of the weather including using symbols to complete a weather chart. Through visits to the Police and Fire Stations, and visits from people in the community, such as a local artist, they begin to recognize some types of workers from the features of their jobs. They learn well about caring for their eyes through a visit from the local optician and through role-play in the optician's shop within the classroom. These are outstanding features. They enjoy using the computer and use the mouse with increasing control. The children are beginning to understand the idea of time through daily routines.

Shortcomings

There are no significant shortcomings.

3.5 Physical Development

Good features

The children's cutting, gluing, painting and printing skills develop well. They use tools such as scissors, pencils and crayons with increasing skill. Their physical skills develop further as they play with large apparatus and participate in games and activities out of doors. They respond accurately to instructions and they use space appropriately. They understand the difference between different movements such as running, walking, jumping and hopping. They handle their bodies with increasing control.

Shortcomings

There are no significant shortcomings.

3.6 Creative Development

Good features

Children use materials such as paint, card and fabrics to make attractive pictures, models and collages. They make choices about colours and materials confidently to make lanterns and pictures for their display to celebrate the Chinese New Year. The children enjoy singing rhymes and songs and join in the movements. They participate enthusiastically in music making activities, using a range of percussion instruments. The children enjoy role-play in the optician's shop and have good conversations with the customers. They use a good range of toys and building apparatus effectively in their play. They collaborate effectively with a local artist to make ceramic plates, which are then decorated. This is an outstanding feature.

Shortcomings

There are no significant shortcomings.

4.0 THE QUALITY OF EDUCATIONAL PROVISION

The quality of educational provision for 3-4 year-olds

4.1 The quality of planning for children's learning

Good features

The long, medium and short-term programme is planned well and is firmly based on the six areas of learning of the Desirable Outcomes. The daily planning offers a clear programme of the activities the children will undertake during the day. All children have equal access to the planned curriculum. The staff evaluate and record the effectiveness of the daily programme appropriately. Children with additional learning needs are well integrated and they are catered for appropriately. The Curriculum is enriched through visits to places of interest and the contributions of members of the community to the activities provided.

Shortcomings

There are no significant shortcomings.

4.2 The quality of teaching

Good features

The staff have a clear understanding of the Desirable Outcomes for children's learning. A wide range of experiences is offered to the children. They are effectively organized and there is good use of learning resources. The staff communicate consistently with the children and assist them well in developing their skills and understanding. The learning environment is colourful and attractive.

Shortcomings

There is scope to extend the use of group activities with the older children.

4.3 The quality of assessment and recording of children's progress and reports to parents and carers

Good features

The staff know the children well and have a clear understanding of their progress and general development. A checklist is used to record each child's progress and achievements and recently an individual record sheet has been developed to record each child's progress in the six areas of learning. In addition, samples of their work are kept in individual files. Appropriate use is made of the information acquired to support the children's development. Parents value the Cylch's open door policy whereby they can discuss their child's development at any time.

Shortcomings

There is scope to develop further the assessment procedures, including providing the parents of older children with a written report on their child's progress in the six areas of learning.

4.4 The quality of relationships with parents, carers and the community

Good features

Relationships between staff, parents and carers are an outstanding feature. Staff welcome parents and carers to the Cylch ensuring that the children are settled and ready for learning. There is a notice board at the entrance to the Cylch and notes are sent to parents and carers regularly regarding specific events and celebrations. Parents and carers are encouraged to visit the Cylch before their child begins attending and they are given an information booklet containing useful details. Relationships with the local primary school to which the children transfer are good. Relationships with the Management Committee, The Local Partnership, and other agencies are effective. The relationships with, and the use of the local community, are an outstanding feature of the provision.

Shortcomings

There are no significant shortcomings.

5.0 THE QUALITY OF LEADERSHIP AND MANAGEMENT

The quality of the leadership and management of the setting

Good features

The Cylch is well managed and organised. The staff understand their roles and work effectively as a team. Daily routines are well established and operate effectively. Relevant policies, including child protection, behaviour and equal opportunities, are implemented appropriately. Arrangements to appraise staff are in place. All members of staff have appropriate job descriptions and individual targets. Targets are discussed and assessed and regular opportunities are provided for further professional development.

Shortcomings

There is a need to ensure that the self-evaluation procedures focus more specifically on the success in achieving the learning objectives set.

6.0 SPIRITUAL, MORAL SOCIAL AND CULTURAL DEVELOPMENT

The provision for 3-4 year-olds

The quality of provision for children's spiritual, moral, social and cultural development

Good features

Children are taught well to work and play together. They are helped to develop a sense of right and wrong and to behave well. They benefit from the opportunities provided for them to co-operate and to share. Children are introduced to the culture and traditions of Wales through listening to suitable stories and celebrating important days such as St David's Day. Children are made aware of the diversity of beliefs and different cultural traditions through appropriate activities. Periods for quiet prayer contribute effectively to children's spiritual development. The children are aware of the main features of the adjoining chapel.

Shortcomings

There are no significant shortcomings.

7.0 PROGRESS SINCE THE LAST INSPECTION

The progress made by the setting in implementing the key issues for inspection identified in the last inspection report.

Estyn has not inspected this setting previously.

8.0 THE KEY ISSUES FOR ACTION

The key issues for action

In order to develop further the setting needs to:

1. extend further the older children's language, communication and number skills;
2. continue to develop the new arrangements for planning and evaluating the provision;
3. continue to develop the assessment procedures, including providing the parents of the older children with a written report on their progress in the six areas of learning.

The provider must draw up an action plan within 40 working days, or 45 working days if the plan needs to be translated to or from Welsh, showing how the issues identified above will be addressed. The action plan must be given to all parents/carers with a child at the setting. A copy of the action plan must be sent to Estyn. An evaluation of the action taken will form part of the next inspection.