



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 Llandrindod**

Registered Nursery Education Inspector: Shirley Taylor

Date of inspection: 3/6 March 2006

Contract number: T/122/05

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

Name of nursery: Cylch Meithrin Llandrindod

Address: %Ysgol Trefonnen
Llandrindod
Powys

Post code: LD1 5EI

Person responsible for day-to-day management: Bethan Powell

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 Llandrindod is situated on the campus of Ysgol Trefonnen, on the outskirts of Llandrindod. It was established by Mudiad Ysgolion Meithrin, approximately 25 years ago. Until recently, the nursery was housed in a cabin on the grounds of Llandrindod High School. In May 2005, the nursery moved to its present brand new accommodation. The staff and children have settled well and benefit from the setting's close proximity to the primary school.

The nursery provides Welsh medium education and serves, the Welsh unit at Ysgol Trefonnen as well as a few of the village schools located in the surrounding area. Although the area appears to be prosperous, it is affected by the pressures associated with a declining rural economy. At present, there are 17 children on the register. There are three two year olds and 14 three to four year olds. All children speak English as their first language. One child has been identified as having special educational needs.

The nursery meets four times a week in a pleasant and purposeful learning environment. As well as housing a kitchen, storage and toilet area there is also a well organised large play/work area. It offers plenty of space to conduct a wide range of suitable and stimulating activities. The foyer is used for coat storage and as a meeting place for parents. Events and information are displayed on the notice board which is located in the foyer. The nursery has access to a safe, soft floor, outdoor play area. Effective and regular use is made of the outdoor learning environment including the grounds surrounding Ysgol Trefonnen. Cylch Ti a Fi meet at the setting on one morning a week.

The present leader, who has a diploma in Playgroup Practice, has run the nursery since 2002. There are two other members of staff, one who has nearly completed National Vocational Qualification, Level 3 in Childcare and Education and the other, who is a qualified secondary teacher, is about to undertake the same course. Both members of staff are keen Welsh learners and attend courses in order to enhance their Welsh oral skills.

The nursery is regularly inspected by the Care Standards Inspectorate in Wales. In 2003, the nursery was awarded the status, Cylch Da lawn by Mudiad Ysgolion Meithrin. This is the first time for the nursery to be inspected by Estyn. The nursery has been chosen by Mudiad Ysgolion Meithrin, to pilot the Welsh Assembly Government's, Foundation Phase.

The Management Committee is well established and its members are very supportive. The close working relationship that exists between the nursery and the early years' teacher from Ysgol Trefonnen's Welsh Unit is extremely effective. The nursery's leader and staff appreciate the sound support offered by the link officers from both Mudiad Ysgolion Meithrin and the Powys, Early Years Development and Childcare Partnership.

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 overall quality of the educational provision for the children is appropriate to their needs and they are making good progress towards 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
Language, Literacy and Communication Skills	3
Personal and Social Development	1
Mathematical Development	2
Knowledge and Understanding of the World	2
Physical Development	1
Creative Development	2

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

Quality of Education	Judgement for 3-4 year old children
Quality of planning for children's learning.	2
Quality of teaching.	2
Quality of assessment and recording of children's progress, and reports for parents and carers.	3
Quality of the relationships with parents, carers and the community.	1

2.4 The quality of the leadership and management of the setting

The quality of the leadership and management is good and there are no significant shortcomings.

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

The quality of provision to promote children’s spiritual, moral, social and cultural development is good with outstanding features.

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

This is the first time for the setting to receive an Estyn inspection.

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’s listening skills are well developed. They listen attentively to adults and to their peers. They understand and react appropriately to questions and instructions in Welsh. They respond enthusiastically during story time and refer confidently to the main events and characters in stories such as ‘Y Picnic’ and ‘Annwyl Sw’. Children display excitement when handling books. They enjoy the opportunities they have in the book corner, to relax and browse through their favourite books. They understand that words and pictures carry meaning and begin to identify some letter sounds. The majority of children recognise their names on labels displayed around the nursery. All the children use a range of materials and marking tools to practise their basic writing skills

Shortcomings

Limited use is made of Welsh language patterns and vocabulary when responding orally.

3.2 Personal and Social Development

Good and outstanding features

The children’s behaviour and their level of self-control are outstanding features. When participating in the setting’s snack time the children display that their social skills are extremely well developed. Children take pride in their role as ‘Helpwr y Dydd’. The level of care they show for others is good and instances were observed of individuals initiating support for their peers. They form close working relationships with the adults who care for them. When discussing feelings, children willingly share what makes them feel happy and sad. Children concentrate well on given tasks and

their ability to take turns and share is good. They respond positively to a range of new cultural experiences including those associated with other faiths and countries. Most of the children are willing to explore and experiment when faced with new challenges. They are not afraid to make decisions and are actively encouraged to do so. The children show an increasing awareness of road safety issues. Their understanding of the importance of personal hygiene is well developed. As a result of their regular and frequent use of the outdoor environment, most of the children are able to dress and undress their outdoor clothes with a fair degree of independence.

Shortcomings

There are no significant shortcomings.

3.3 Mathematical Development

Good features

The children enjoy singing simple number rhymes. They are able to sort, count, compare and match familiar objects. They recognise simple numbers and can count to at least 10. Their understanding of mathematical concepts such as more/less, full/empty, big/small is developing well. They can identify and describe features relating to simple two-dimensional shapes. They understand the purpose of money and use simple coinage when playing in the fruit shop. Children can create and follow repetitive patterns according to shape and colour. Their understanding of mathematical vocabulary relating to position is good. Children use and practise their mathematical skills across the six areas of learning including during the setting's cooking activities such as making cakes, pancakes and baking bread.

Shortcomings

There are no important shortcomings.

3.4 Knowledge and Understanding of the World

Good features

The children are able to match animals to their habitats. They show an interest in their environment and can talk about where they live. They can identify and discuss the role of workers in their community, such as the farmer, fireman, nurse and policeman. They are able to name the days of the week and discuss simple weather symbols with a fair degree of confidence. Following their planting activities, they begin to understand that seeds and bulbs need certain conditions to grow. During their outdoor play activities the children demonstrate their understanding of concepts such as wet/dry, freeze/melt, pull/push. They can identify food that is good for them and know the difference between raw and cooked food.

Shortcomings

The children's skills in using the computer need to be further developed.

3.5 Physical Development

Good and outstanding features

The children's gross motor skills are well developed. The way in which they use their climbing, balancing and jumping skills when responding to challenging activities is an outstanding feature. Participation in daily energetic activities helps develop their physical control and mobility. Their awareness and use of space is also an outstanding feature. During their work on 'Mr Dim' the children demonstrate their awareness of the different parts of the body and how they move. They are able to steer bikes, use climbing frames and handle small and large balls with increasing skill and confidence. Their fine motor control skills are good. The children can handle equipment such as scissors, paint brushes, crayons and complete jig saws and lacing activities with increasing dexterity.

Shortcomings

There are no significant shortcomings

3.6 Creative Development

Good features

The children respond enthusiastically during singing activities and demonstrate that they are able to sing softly and loudly. They are aware that different instruments produce different sounds and have succeeded in making their own shakers. The children can, without the use of visual clues, differentiate and identify sounds made by everyday objects. They enjoy role play and make effective use of their imagination as they emulate animal movements. Effective use is made of the wide range of puppets available in the setting. They use their imagination to good effect when creating 'weird animals' out of dough. They enjoy painting and printing activities and confidently mix paints to create a variety of different colours. Their recent collage work demonstrates their ability to choose and use a wide range of materials to create effect.

Shortcomings

There are no important 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 planning documents are comprehensive and regularly reviewed and modified. The activities are linked with the six areas of learning, and offer a balanced and stimulating learning programme. All members of staff contribute to the planning

process as well as the link teacher from Ysgol Trefonnen. This ensures progression and continuity from one setting to the next. The activities offer equality of access and opportunities to all children including those with special educational needs. Specific activities are evaluated on a weekly basis and these evaluations are used effectively to inform future planning.

Shortcomings

The planning does not include regular opportunities for children to develop their computer skills.

4.2 The quality of teaching

Good features

The leader and staff of the nursery have a sound knowledge and understanding of the desirable outcomes for children's learning. They provide a safe, happy and stimulating environment. Activities are differentiated in order to meet the needs of each individual. The teaching is well organised yet flexible enough to utilise unexpected events. Activities are both interesting and challenging and introduced in an exciting and meaningful way. Children are praised and offered encouragement. Effective use is made of the outdoor environment.

Shortcomings

Strategies to encourage children to use simple language patterns and extend their Welsh vocabulary need to be further developed.

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

Good features

Staff members are fully aware of each child's needs. Opportunities are available at the beginning and end of each session for parents and staff to have informal discussions. Specific activities are targeted as assessment opportunities and information collated from these are transferred to a termly progress sheet. This includes their achievements in the six areas of learning.

Shortcomings

At present, parents do not receive written annual reports and there are no procedures to keep examples of work as a record of a child's progress.

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

Good and outstanding features

The extent to which parents are informed about the educational provision in the setting is an outstanding feature. Parents receive information every half term

describing the theme and relevant activities their child will be involved in. A list of Welsh vocabulary relating to the theme is also included. The relationship between the parents and the staff is open and friendly. Parents are offered opportunities at the beginning and end of each session to share any questions or anxieties they may have regarding the progress or welfare of their child. Key workers from the local area are invited to visit the nursery to talk about their work in the community. Effective use is made of the local environment and the children often visit places of interest such as the Nature Reserve at Gilfach. A sound partnership has been established with the adjoining primary school and both the headteacher and the Welsh Unit's early years teacher visit the nursery regularly. Other effective partnerships include Mudiad Ysgolion Meithrin and the Powys Early Years Development and Childcare Partnership.

Shortcomings

There are no significant shortcomings.

5.0 THE QUALITY OF LEADERSHIP AND MANAGEMENT

The quality of leadership and management

The quality of the leadership and management of the setting

Good features

The leader is confident, enthusiastic and willing to undertake and adapt new initiatives. The means in which the leader supports and sustains a good team is a particularly noteworthy feature in the life and work of the setting. The team is committed, and thoroughly professional in their attitude towards providing a high level of care and ensuring equality of provision for all. They have begun to self-evaluate the nursery's provision as well as their own training needs. Improving their assessment, recording and reporting procedures have already been identified as areas to be developed. The Management Committee is well established and extremely supportive. Staff appraisals ensure that their needs are identified in order to promote their professional development. Open meetings are held each term, offering opportunities to discuss matters relating to the setting. The leader and staff welcome the input provided by the link teacher as well as the officers representing Mudiad Ysgolion Meithrin and the Powys Early Years Development and Childcare Partnership.

Shortcomings

There are no significant shortcomings.

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 and outstanding features

The relationship between the children and staff is positive and friendly. The children appear happy and confident at the setting. They are encouraged to respect one another. Staff members are excellent role models and lead by example, promoting principles which enable children to know the difference between right and wrong. Daily prayers are offered at the end of the morning session. An outstanding feature of the provision is the way in which children are encouraged to socialise and exercise courtesy during snack time. A range of activities are provided to enhance the children's knowledge and understanding of the culture and traditions relating to Wales. An outstanding feature of the provision is the means in which activities are planned to raise children's awareness of diversity, including multiculturalism and issues relating to disabilities.

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.

This is the nursery's first inspection by Estyn.

8.0 THE KEY ISSUES FOR ACTION

The key issues for action

The setting needs to:

- review their assessment procedures and provide parents with an annual written report on their child's progress;
- further develop teaching strategies to enhance the children's Welsh oral skills;
- plan more opportunities for the children to make regular use of the computer; and
- formalize and develop the nursery's self-evaluation procedures.

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.