



*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 Crymych  
Canolfan Plant Y Frenni,  
Crymych  
Pembrokeshire  
SA41 3QH**

**Date of inspection: 22-23 November, 2012**

**by**

**Dorothy Morris**

**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:

<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

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## Context

Cylch Meithrin Crymych is accommodated in the Plant y Frenni Centre on a campus that is shared with a day nursery, a primary school and a secondary school. The building and site offer general facilities of good quality.

The children who attend the setting live in the village and the surrounding rural area. It is judged that the area is neither affluent nor economically and socially disadvantaged. Following their time in the setting, most children continue with their education in Ysgol Y Frenni primary school.

The setting caters for two and three year old children. It meets for five sessions a week between 9.00 and 11.30 in the morning during term time. During the inspection, there were 12 children on the register and in receipt of funding from Pembrokeshire Children's Partnership. Fifty per cent of the children come from homes where English is the main language spoken. There are no children from ethnic minority backgrounds or children with additional learning needs in the current group.

The setting is staffed by a full-time leader and three part-time practitioners. They are experienced and hold relevant qualifications in the education and care of young children. The current leader was appointed to her post in 2006. The setting is managed by a local voluntary committee.

The setting was last inspected by Estyn in March 2006 and by the Care and Social Services Inspectorate Wales in June 2011. It is registered under the Children Act 1989 and is an associate member of Mudiad Meithrin.

## 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 make consistent progress from their starting points;
- most children have very good attitudes to learning;
- the children are offered a range of interesting activities;
- the teaching is good overall; and
- the children receive care and support of good quality in a warm learning environment.

## Prospects for improvement

The setting has good prospects for improvement because:

- the lead practitioner offers strong leadership;
- the practitioners work effectively as a team;
- the practitioners are committed to promoting children's educational and personal development;
- the practitioners evaluate the provision and introduce improvements successfully; and
- there are effective links with a range of partnerships.

## Recommendations

In order to develop, the setting needs to:

- R1 extend children's Welsh communication skills and their information and communications skills further;
- R2 amend the planning to ensure that tasks consistently offer children appropriate challenge; and
- R3 prioritise the areas identified for improvement in the development plan.

## 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**

### Standards: Good

Most children's listening skills are good. About half the children can maintain a simple conversation confidently and have a secure grasp of an appropriate range of vocabulary. The remainder understand greetings, instructions and questions in Welsh but offer very brief oral responses. Nearly all the children understand a story read to them and enjoy participating in dialogues using puppets. They understand that illustrations and print convey meaning and recognise their name cards. All the

children can recall a good range of rhymes and songs which they sing accurately. The majority of children use their marking tools purposefully to draw pictures, create shapes and copy letters.

The majority of children make effective use of their number skills in daily activities. Nearly all count to at least ten and use mathematical language, such as big and small, full and empty, accurately in practical situations. More able children use terms, such as heaviest and most, with a good understanding. Most children can create and follow a pattern correctly. They recognise basic shapes and understand that money is needed to buy goods in the shop. A few children use basic information and communications technology skills confidently. With support, the majority of children can move objects around the screen, record brief observations, begin to guide programmable toys and use a digital camera.

Most children make effective use of their thinking and decision-making skills in tasks such as building with blocks, completing jig saws and investigating in the outside area. They use tools competently to cut, paint and glue. Most children enjoy participating in music-making sessions and know the difference between musical elements such as high and low and quick and slow.

The children's personal and social skills develop well. All the children are familiar with session routines and undertake responsibilities, such as being 'the daily helper' and tidying the learning areas after activities, confidently.

### **Wellbeing: Good**

All the children settle well into the setting and enjoy their learning. They are happy in the company of the adults and are ready to ask for support and help. Standards of behaviour are very good.

Most children demonstrate very good attitudes to learning. They work conscientiously on their tasks for a suitable period of time and play happily together. Most children undertake new experiences confidently.

Many children have an appropriate awareness of the importance of physical exercise and healthy eating. They understand the importance of washing their hands before eating their snacks.

The children's social awareness and skills develop effectively through daily activities and the range of experiences which arise from the close partnership with the school and the community. Attendance levels are good.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The practitioners make constructive use of planning frameworks which reflect the requirements of the Foundation Phase curriculum. Activities are based on a series of themes which are suitable for the children's age range and stage of development. Children are offered regular opportunities to contribute to the planning. The process of evaluating each theme as it progresses and making purposeful amendments to the planning following the responses of children and practitioners is a very effective feature.

The provision offers purposeful opportunities to develop children's communication, number and broader skills through the learning experiences provided. Nevertheless, there is not always sufficient provision to promote children's information and communications technology skills consistently.

Welsh is the natural medium of the life and work of the setting. During group activities, there are regular opportunities for children to listen to stories, discuss their activities, join in singing songs and rhymes, and use marking skills. Children are introduced effectively to the traditions and celebrations of Wales through activities such as celebrating St. David's Day. Visits in the community, such as those to the market hall and a shire-horse farm, support this further.

Suitable opportunities are provided for children to learn about the cultures and traditions of other people through activities such as celebrating the Chinese New Year. The theme, 'Food of the World,' offers children valuable opportunities to learn about people's lifestyles in different countries. Activities include cooking and tasting different foods, studying clothes and discussing famous buildings. This work is of a very good standard and contributes effectively towards promoting children's awareness of the wider world.

Purposeful activities develop children's understanding of the need to respect and care for the environment and all living things. They include growing plants and vegetables and learning about recycling.

### **Teaching: Good**

The practitioners have a secure knowledge of the requirements of the Foundation Phase curriculum. They offer children a wide range of interesting experiences which ensures their active involvement in their learning. There is effective use of a range of teaching methods and a good balance between activities chosen by the children and those led by practitioners. Activities are prepared in detail and there is good use of resources to support the teaching and learning. Nevertheless, activities are not always structured sufficiently to offer all children the appropriate challenge.

Practitioners offer children language models of a very good standard. They communicate very effectively with the children during activities and utilise all opportunities to extend and enrich children's language.

The practitioners know the children well and use suitable processes to assess and record their progress. They observe children's responses consistently during activities and record any significant features. The information collected is used appropriately to plan the next stages in the learning. Parents are kept well-informed about their children's progress through informal discussions, parents' meetings and termly written reports. Suitable transfer forms are completed and forwarded to the primary school.

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

There are effective arrangements to support children's health and wellbeing. The induction arrangements ensure that children settle quickly into the setting. Practitioners are caring and supportive of all children. The setting has adopted the local authority pre-school health education programme and gives good attention to developing children's awareness of the importance of a healthy lifestyle.

There are appropriate procedures to support children with additional learning needs. They include clear communication links with specialist services to address any specific needs when required.

The setting has an appropriate policy and has procedures for safeguarding. The practitioners have received training and are aware of the requirements. Risk assessments are undertaken regularly.

Practitioners work together well to promote important values such as caring, friendship and respect. Experiences, such as celebrating thanksgiving and Christmas, saying a prayer before going home and opportunities to take part in services in the local chapels, contribute effectively to children's spiritual development. The opportunities to perform in small concerts for parents contribute further to their social development. There is good attention to developing children's awareness of the need to help those who are less fortunate by collecting money for good causes.

### **Learning environment: Good**

The setting is an inclusive community where children receive equal access to the curriculum and to all the activities provided. The practitioners consider and value children's different backgrounds and have a good understanding of each child's needs. They succeed well in creating a warm, welcoming environment for the children.

There is an appropriate number of practitioners. The accommodation is of good quality and the space available is used fully. Practitioners deal well with the arrangement whereby the classroom is shared with other agencies. However, the space available for displaying children's work and creating a range of learning areas is more limited. The learning environment is enhanced by interesting displays of children's work. The outdoor area which includes purposeful investigative areas is used well to develop children's learning skills across the curriculum.

There are sufficient resources which are used effectively to support the learning and teaching. There is good use of the community to enhance children's learning through visits and the contribution of visitors, such as the baker, policeman and the local minister, to children's experiences.

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

The lead practitioner leads by example and demonstrates a strong commitment to children's education and wellbeing. There are very good features to the overall planning and organisation which create a purposeful and well-organised environment. All the practitioners understand their roles and work effectively as a team. They share common values which are reflected clearly in the setting's work and ethos. Detailed policies and procedures are implemented with care.

The management committee offers the practitioners consistent support. Members take a keen interest in the setting and work hard to raise additional funding. The committee meets regularly and the minutes kept are used as a basis for further planning. Members are regular visitors and their role in evaluation and forward planning procedures is developing. There is an appropriate system in place to appraise the work of the practitioners.

The setting gives suitable attention to national and local priorities including implementing the Foundation Phase curriculum, promoting children's Welsh language communication skills and establishing links with the primary school.

### **Improving quality: Good**

The lead practitioner has a good understanding of the setting's strengths and of the main areas for improvement. The established system whereby practitioners discuss aspects of provision and introduce changes collaboratively improves the experiences offered to children.

The self-evaluation report offers a balanced picture of the provision. The development plan produced as a result is a detailed document and identifies many appropriate areas for improvement. It includes a timetable, lists the resources required and sets individual responsibilities. The plan is implemented with care. Nevertheless, the areas identified for attention have not been prioritised sufficiently to assist practitioners address all the tasks.

Aspects of provision are monitored appropriately by the local authority link teachers. Areas for development are agreed and relevant strategies are implemented which are developing the provision. Parents' views are sought appropriately through

discussion and questionnaires. Aspects of provision are discussed further with the Mudiad Meithrin support officer.

The practitioners attend suitable courses on the requirements of the Foundation Phase curriculum and on aspects of the education and care of young children. They make appropriate use of the training received in aspects such as developing the curriculum. Individual members make purposeful use of training opportunities to gain further qualifications in Early Years education.

### **Partnership working: Good**

The setting collaborates productively with a range of partnerships which contribute effectively to children's achievements and wellbeing. Its aims and objectives are shared with its partners.

A strong partnership has been established with the parents and this was confirmed during the inspection. They are provided with relevant information through brochures, newsletters and the notice board located in the foyer. Practitioners are regularly available at the beginning and end of sessions.

The positive links with the primary school offer the practitioners and the children good opportunities to use the learning resources on the school site. They also promote a smooth transition for children to the next stage in their education.

The constructive partnership with the management committee, the local authority advisory teachers and the Mudiad Meithrin officer supports the setting's work. The many links with community impact effectively on children's learning.

### **Resource management: Good**

Resources are used and managed effectively. There is good use of the practitioners' time and experience which ensures that daily routines are implemented successfully. There are sufficient resources and their accessibility, particularly in the outdoor areas, promotes children's independence as learners. The accommodation and outdoor areas are well-maintained.

The lead practitioner and the officers of the management committee have a clear understanding of the budget and prioritise spending appropriately according to the setting's needs. There is regular use of fundraising events and of grants to supplement resources. The setting offers good value for money.

## Appendix 1

### Responses to parent questionnaires

There is no commentary on the parent questionnaires due to the small number of responses received.

### Responses to discussions with the children

The children say that they are happy in the setting and enjoy playing with their friends and participating in all the activities.

## Appendix 2

### The reporting inspector

Dorothy Morris

Reporting Inspector

### Copies of the report:

Copies of this report are available from the setting and from the Estyn website ([www.estyn.gov](http://www.estyn.gov))

## 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>CSSIW</b>	Care and Social Services Inspectorate Wales (CSSIW) 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 partnership's 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 3 to 7 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 which 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>National Childminding Association (NCMA)</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 (NDNA)</b>	This organisation which 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.
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