



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

**A report on**

**Cylch Meithrin Bwlchygroes  
The Old School  
Bwlchygroes Hall  
SA35 0DP**

**Date of inspection: November 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:

<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 Bwlchgyroes is a Welsh-medium setting that meets in the old village school, in Pembrokeshire local authority. The setting is open for four sessions a week between 9.00am and 11.30am.

The setting is registered to admit up to 24 children at any given time, and the setting admits children between two and four years old. Around half of the children receive funded early years education.

Nearly all children come from a white British background and a minority speak Welsh as their first language. There are currently very few children with additional learning needs.

The setting employs three full-time members of staff. The leader took up the post in September 2016.

The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in January 2017 and by Estyn in November 2011.

## 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:

- Practitioners plan an interesting curriculum which challenges children effectively and improves their learning
- Practitioners work together successfully each day to challenge children's literacy, numeracy and information and communication technology (ICT) skills
- Practitioners' high expectations and positive teaching ensure regular improvements in provision and children's outcomes
- Practitioners make effective and consistent use of the Welsh language
- Practitioners' tender care creates a purposeful learning environment and a sensible ethos
- Learning areas and prepared resources engage children's interest successfully

### Prospects for improvement

The setting's prospects for improvement are good because:

- The leader sets a clear direction for the setting's daily and long-term work
- There is effective co-operation between all adults and the management committee
- The management committee supports the setting consistently to improve provision and children's outcomes
- Suitable self-evaluation systems lead to setting useful targets, which have a purposeful effect on provision
- Practitioners are keen to benefit from relevant training from external agencies
- There are purposeful partnerships with parents, carers and the local school
- Leaders make successful use of funding to create improvements in provision and to maintain the building and the outdoor area effectively

## **Recommendations**

- R1 Refine daily assessments to plan the next steps in individual children's learning
- R2 Plan purposefully to develop children's physical skills inside the building
- R3 Improve self-assessment procedures to identify all areas for improvement and plan for them

### **What happens next?**

The setting will produce an action plan to show how it will address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	
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### Standards:

### Wellbeing:

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

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

The leader and practitioners plan interesting learning experiences that meet children's needs and interests effectively. They encourage children successfully to learn through practical experiences. Examples of this are opportunities to role-play in the home area, create a collage from leaves and straw, and make a cereal string for birds. The curriculum is stimulating and reflects the ethos of the foundation phase purposefully.

Practitioners work together successfully to provide exciting activities for the children, such as marching in the outdoor area. As a result, they develop effectively as independent learners, both indoors and outdoors. Active examples of this are choosing books as individuals in the reading corner and using musical instruments of their own choosing on the external wall.

All practitioners discuss the best ways to challenge the children in regular meetings, and arrange themes and activities based on this. They provide good opportunities for children to voice their personal ideas to develop activities further by mapping all of their ideas on useful sheets before the start of the theme. Their intelligent listening to children's ideas add effectively to the children's day-to-day enthusiasm. It builds positively on their motivation, for example as they research into the history of the poppy as a symbol of bygone times.

The setting plans effectively to develop children's literacy, numeracy and ICT skills. Literacy and numeracy activities are prominent in all areas of learning and challenge children to achieve to the best of their ability consistently. Practical examples of this are opportunities for children to make shapes and marks independently on blackboards with chalk, and making numbers out of dough. They also listen and respond to music when singing, and work together to flow water through troughs and pipes outside.

Provision to develop ICT skills is purposeful. Practitioners provide good opportunities to use a range of equipment, such as a compact disc player, clipboards that record voices, tablets and electronic toys. All practitioners challenge children efficiently and use Welsh educational software and apps to develop their early ICT skills.

Practitioners focus purposefully on developing children's physical skills in the outdoor area. There are regular opportunities for them to climb on adventure equipment and play energetically on the playground. These activities are planned suitably. However, practitioners do not make the best use of the space that is available inside the building to challenge children to the utmost when developing their physical skills.

The setting's provision to develop the Welsh language is very beneficial. Practitioners are confident language models. They support children who are beginning to learn the language successfully. Practitioners encourage children to use the language as much as possible through interesting activities. They challenge children consistently in the learning areas, and their thoughtful questioning and correct language patterns support children to respond sensibly. Many children respond with familiar words and phrases soon after joining the setting. As a result, most children's understanding of the Welsh language is developing effectively.

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 and making soup.

The setting makes beneficial use of visits and visitors to enrich children's learning experiences. Experiences include visiting the village shop, a nearby garden centre and nature areas. Visitors such as a farmer with various animals, a police officer, a dental hygienist and a health visitor teach children effectively about the roles of people in their community.

### **Teaching: Good**

All practitioners have up-to-date knowledge of child development and they have a sound understanding of the requirements of the foundation phase.

Practitioners share high expectations for the children and they work together effectively. They manage children's behaviour positively and there are safe procedures relating to their work. This encourages children's participation and enjoyment successfully in all activities.

All practitioners challenge the children consistently through focus and continuous tasks. The use of the Welsh language is purposeful when modelling language patterns and rich vocabulary. They know when to intervene purposefully in children's experiences and play in order to stimulate them and motivate them to succeed. As a result, practitioners ensure that children are highly motivated. This is evident as children persevere to find poppies with numbers on them underneath a pile of coloured rice.

Practitioners understand the importance of providing broad opportunities to learn through play. Good examples of this are the opportunities for children to experiment with sponges when painting the wall, making cakes in the mud kitchen and making shadows with their bodies in the outdoor area on sunny days.

Procedures for assessing and recording children's achievements are useful. Evidence corresponds correctly with individual children's outcomes by using the foundation phase profile as they develop at the setting. All practitioners record the

daily assessments regularly and consistently. They discuss sensibly with the children what they need to do to improve their work. However, they do not use the daily assessments consistently enough to target the next steps in individual children's learning in their planning.

The setting informs parents and carers regularly about their children's achievements. The daily dialogue between practitioners and parents and carers reinforces this, and official meetings are available to discuss children's progress before they transfer to school.

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

The setting provides valuable opportunities to promote children's spiritual, moral, social and cultural development. Practitioners use plenary sessions, such as snack time, to nurture these values purposefully. This ensures that many children consider their peers' feelings intelligently, treat each other fairly and respect others, including adults.

All practitioners create a reflective environment while providing positive opportunities for children to think, discuss feelings, say thank you and pray. As a result, children take turns politely as they wash their hands, pour drinks from jugs and work together diligently to clear the dishes away in bowls at the end of snack time. This provides valuable opportunities for all children to shoulder responsibility during social activities.

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, card, plastic goods, printer cartridges and food. This develops children's understanding of sustainability successfully.

The setting uses positive behaviour strategies, and this eliminates any disruption and poor behaviour. The setting is a safe environment and the door is locked. Practitioners are vigilant as the children 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 appropriately on entry to the setting and during their time there. Practitioners review children's progress regularly and target children with additional learning needs effectively, when necessary. Practitioners discuss these children with their parents and specialist agencies, and act effectively on their advice to target individual children's needs.

### **Learning environment: Good**

Practitioners have a clear awareness of children's needs. This leads to creating a fully inclusive community in which all children are given an equal opportunity to learn in the different areas. Practitioners challenge and support children positively and carefully each day.



The setting uses resources purposefully to meet the requirements of the foundation phase and children's needs. A range of interesting resources is used effectively in continuous activities and focus tasks to enrich learning. Resources are kept at a practical level so that all children are able to reach them. This enables children to fetch them and put them away without adult intervention. This has a purposeful effect on promoting a sense of responsibility among the children. The setting has plenty of ICT resources to develop children's skills successfully.

The leader and practitioners place a daily emphasis on recognising, respecting and celebrating diversity. They promote a positive ethos through their daily activities and their enthusiastic attitudes. They teach children about the world's different festivals and cultures successfully. As a result, they plan opportunities for children to celebrate the Chinese New Year and Diwali each year, listen to African fables and play with dolls from different cultures effectively.

The building is of suitable quality, is maintained appropriately and is safe. The outdoor area includes planting and growing areas, climbing equipment and challenging area to solve problems with water and investigate the lives of insects. The setting uses these areas creatively. However, not all of the space in the building is used sensibly to provide lively indoor activities.

Practitioners use the local facilities effectively by taking children to a variety of places to take part in activities in their local area, such as a nearby garden centre.

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

The leader sets a purposeful direction for the setting's regular practices. This promotes and maintains improvements successfully. Her incisive vision ensures that learning experiences for children, teaching and care are effective.

The setting's objectives and policies focus efficiently on improving provision. This meets children's needs purposefully and promotes their achievements sensibly. The leader works conscientiously with other practitioners, and they have high expectations of themselves and the children. As a result, they motivate children sensibly and supportively to improve each day through effective teaching, particularly by feeding the Welsh language to them regularly.

The leader uses relevant and up-to-date information about the setting to improve provision. Recently, this includes using the foundation phase profile to identify the children's starting points correctly and interweaving all aspects of planning to provide a stimulating curriculum.

Practitioners focus on providing interesting activities for children. As a result, they have succeeded in making beneficial changes to the learning areas, both indoors and outdoors. This has a positive effect on children's skills. The leader also focuses rigorously on national priorities, such as developing literacy, numeracy and ICT strategies, to improve children's skills before they start school.

The leadership, which includes a supportive management committee, ensures that provision for children is effective. The management committee ensures that practitioners understand their roles in full through regular evaluations and discussions, and that they work diligently as a team. The management committee challenges the setting successfully to maintain and improve its practices and develop areas for improvement further. It receives information about the setting's practices regularly from the leader. The dedicated management committee meets regularly to organise activities to increase the setting's income, and it monitors expenditure and use of grants in detail.

### **Improving quality: Good**

Self-evaluation procedures are sound and are a regular part of the setting's improvement practices. Practitioners monitor children's standards and the quality of provision regularly by using the local authority's systems effectively. The management committee plays an active part in the process. As a result, leaders have a sound understanding of the setting's strengths and this enables them to identify priorities for improvement.

Co-operation between practitioners, the management committee, the local authority and Mudiad Meithrin is effective. The information that is gathered regularly, in addition to visits and evaluations by external agencies, contributes purposefully to this practice. As a result, the setting has made purposeful improvements over time. This includes implementing the foundation phase profile and striving rigorously to improve provision and children's outcomes in Welsh.

The setting's formal self-evaluation processes are developing suitably; for example, leaders consider the views of practitioners, parents and carers, the local authority and Mudiad Meithrin successfully. They use information that derives from the self-evaluation procedures appropriately to set the correct priorities in the improvement plan. The leader and management committee prioritise expenditure purposefully in line with the targets for improvement. Practitioners agree on priorities and they change aspects of provision appropriately jointly, in addition to responding to the needs that have been identified in the improvement plan. However, targets in the development plan do not always derive directly from the setting's self-evaluation process. The self-evaluation report does not always include enough details about how and why a few areas need to be developed further.

All practitioners are keen to embrace new ideas that are suggested by the local authority's advisory teacher and Mudiad Meithrin's officers. They act in line with their advice regularly. This has led to sustained improvements, such as improving experiences for children in the outdoor areas by using the mud kitchen and setting up various activities on the walls around the setting.

### **Partnership working: Good**

The setting has a range of effective strategic partnerships. It works successfully with these partners to improve provision and children's outcomes.

There is a positive link with the local school. The school's headteacher is the setting's registered person, and visits the setting regularly to offer support. This strengthens the children's transition arrangements effectively, for example by transferring children's personal information and assessments purposefully.

Practitioners take active steps to include parents and carers in the setting's life. Practitioners keep them informed regularly, through newsletters and social media, about all aspects of the setting's work. They are encouraged to give their views on issues to improve the setting through regular questionnaires and discussions, such as developing the outdoor area.

The setting's community links support children's learning successfully. This includes community events to raise money and beneficial support when bidding for sponsorship and relevant grants. The setting also supports local and national charities, and this nurtures children's kindness and care for others.

The setting works purposefully with external agencies, such as the local authority and Mudiad Meithrin. These organisations support documentation and practitioners' training effectively. Practitioners also work and liaise with a wide range of other partners who make important contributions towards improving provision. These include agencies that provide training in first aid, food hygiene, risk assessments and child protection.

### **Resource management: Good**

The leader and management committee focus directly on improving all aspects of the setting's work. This is done by using practitioners intelligently and allocating resources purposefully. They ensure that the setting has enough qualified practitioners, who have received relevant training, to meet children's needs effectively.

Robust leadership practices enable practitioners to develop and share their professional knowledge successfully. As a result, there is a robust learning community, which has a culture of efficient co-operation between the setting's practitioners and partners.

Performance management procedures are rigorous and ensure purposeful learning experiences and positive teaching practices. The setting manages resources effectively to support children's learning. This includes changing the indoor and outdoor learning areas from time to time to stimulate children as they respond to the challenges of the different themes.

The leader and management committee use the budget and grants usefully. They prioritise expenditure against the targets in the development plan efficiently, and make frequent improvements by discussing and prioritising specific funding purposefully. Examples of this are the recent investment in new ICT equipment. This has had a positive effect on children's ICT skills.

The setting provides good value for money because of the effective provision and purposeful leadership.

## Appendix 1

### 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](http://www.estyn.gov.wales))

## 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>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<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>
<b>Foundation Phase</b>	<p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from three to seven years of age</p>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings that provide education for three and four-year-olds.</p>
<b>Mudiad Meithrin</b>	<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>
<b>Professional Association for Childcare and Early Years (PACEY)</b>	<p>This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.</p>

<b>National Day Nurseries Association (NDNA)</b>	This organisation 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