



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

A report on

**Cylch Meithrin Cei Newydd
Y Caban
Cae Arthur
New Quay
Ceredigion
SA45 9TE**

Date of inspection: November 2016

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:

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 Cei Newydd was established in the early eighties. Since 2006, it has been situated in a dedicated cabin in the shadow of New Quay football club ground in Ceredigion local authority. The setting is open five mornings and four afternoons a week.

The setting is registered to admit up to 24 children between two and five years old. During the inspection, 15 children were funded to receive early years education. Only a very few children come from homes in which Welsh is the main language. A minority of children have additional learning needs, and a few come from ethnic minority backgrounds.

The setting employs four members of staff. The leader was appointed to her current post in 2003.

The setting was last inspected by the Care and Social Services Inspectorate Wales in April 2015 and by Estyn in March 2012.

Summary

The setting's current performance	Adequate
The setting's prospects for improvement	Adequate

Current performance

The setting is adequate because:

- A majority of children make appropriate progress from their starting points during their time there, and recall previous learning successfully
- A majority of children make appropriate progress in their literacy skills and good progress in their numeracy skills
- A majority of children participate enthusiastically in all of the experiences that are offered to them, and they have a good attitude towards learning
- There is a positive and supportive working relationship between all practitioners and children, which enables them to settle quickly on entry to the setting and feel safe there
- The setting's arrangements for supporting children who need support to develop their oracy are effective
- The leader works closely with the remainder of the staff to create a welcoming ethos

However:

- A minority of children are restless and behave over-enthusiastically during tasks
- Only a few children persevere diligently over extended periods of time
- A very few children use the Welsh language naturally without prompting, and answer questions in full sentences
- The setting does not monitor the effect of provision in enough detail to ensure improvements in children's standards of literacy and numeracy

Prospects for improvement

The setting's prospects for improvement are adequate because:

- Practitioners plan an appropriate range of interesting activities that place a sound emphasis on learning through first-hand experiences
- It has appropriate systems for identifying its strengths
- It has a good range of partnerships, ensuring stimulating experiences for pupils, which have a positive effect on their development

However:

- Planning does not always ensure robust and regular enough opportunities to enable the children to develop their literacy and numeracy skills coherently across the areas of learning
- Planning does not ensure that more able children are challenged well enough
- The outdoor area is not used effectively enough
- The setting has not identified important areas for improvement

Recommendations

- R1 Plan regular activities in order to develop children's oral Welsh skills coherently across the areas of learning
- R2 Plan activities that make effective use of the outdoor area throughout the year so that children move independently between the learning areas
- R3 Ensure that all activities offer an appropriate and consistent challenge for children of all abilities
- R4 Develop effective strategies to manage the behaviour of a minority of children
- R5 Ensure that the self-evaluation process identifies important areas for improvement

What happens next?

Cylch Meithrin Cei Newydd will produce an action plan that shows how it will address the recommendations. Estyn will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

A majority of children make appropriate progress from their starting points during their time at the setting. They show positive levels of knowledge across areas of learning, and develop skills that are in line with what is expected, considering their age and ability. A majority recall previous learning successfully and make positive progress in developing their thinking skills and problem-solving skills. When choosing their own tasks at the beginning of the day, many children experiment and investigate confidently, and make appropriate progress towards being independent learners. However, only a few children persevere diligently over extended periods of time.

A majority of children make appropriate progress in their literacy skills. They develop sound communication skills and make themselves understandable in English when expressing a preference and what they would like to do. A majority show an appropriate understanding of familiar commands in Welsh. Many join in with Welsh songs and rhymes with enthusiasm and conviction, as the practice of singing is an integral part of the setting's daily life. However, few children respond confidently enough to new instructions in Welsh, and many wait for English instructions before they respond. A very few use the Welsh language naturally without prompting and answer questions in full sentences.

A majority of children listen to each other appropriately when playing, for example when buying and selling in the shop, when preparing food in the kitchen, and when discussing stories and the weather. However, a minority are restless and behave over-enthusiastically during tasks. They have difficulty sitting quietly when listening to stories and persevering during focus tasks. As a result, these children's literacy skills are weak.

Approximately half of the children recognise their names when taking the register and accept responsibilities such as serving during snack time. A few are beginning to write their names, recognise the sounds of the first letters of words and suggest other words that begin with the same sound. A minority make suitable marks and show increasing control over a variety of equipment that is used to write. They develop their early writing skills effectively by mark-making, painting and pasting. A few children turn to books voluntarily and enjoy reading a story with an adult. They know the correct way to hold a book, talk about the pictures and are able to say what happens next in a familiar story.

A majority of children develop good numeracy skills. They are able to count to ten confidently and a few count to 20 and beyond without prompting; for example, they count how many children are present and compare numbers from the previous day, and identify whether the total is greater or smaller. A majority handle money in the shop confidently and develop a good awareness of different values; for example, they are beginning to understand that they can buy many more things from the shop with paper money than with coins.

A majority of children draw two-dimensional shapes such as a square, circle and triangle correctly, and identify these shapes in objects around the setting. A few recognise three-dimensional shapes and know the difference between a cube and a cuboid when using them to build. A majority of children use a suitable range of mathematical language when playing. They use adjectives such as 'small' and 'big' correctly when building blocks, and group autumn leaves according to their colour, size and shape. However, a few do not make enough progress in their ability to acquire their numeracy skills across areas of learning.

Many children use a range of information and communication technology (ICT) equipment confidently; for example, they use hand-held devices skilfully to take pictures of themselves and their friends, and make sensible choices when handling suitable programs on a tablet. A minority control electronic toys correctly and a few understand how to programme a vehicle in order to make it travel to a particular place.

Most children develop good physical skills and develop as active individuals. They make good use of the equipment that is available outside during playtime in order to develop skills such as balancing, throwing and kicking a ball, in addition to climbing and riding a bike appropriately.

Wellbeing: Adequate

Nearly all children enjoy coming to the setting and are very enthusiastic about taking part in the activities that are put in place for them. They are happy to see their friends and keen to play with them from the very beginning. A majority understand that they need to share toys and resources, and they wait their turn patiently when practitioners remind them to do so. A majority have a good attitude towards learning. However, a minority of children have a very low level of engagement and lose interest quickly. This often happens when activities do not correspond well enough with their ability or when they last too long.

Many children have a sound understanding of the need to stay healthy. Nearly all children wash their hands independently after going to the toilet and before eating their fruit. They understand that it is important to eat and drink healthily. Many contribute sensibly to creating mind maps which help practitioners to plan activities that are of interest to them. The content of the current themes is a good example of this.

A majority of children behave courteously. They work well together, concentrate successfully and persevere for appropriate periods. However, a minority are unruly when working with others. They often interrupt each other, demand attention and ignore the adults' instructions.

Most children undertake responsibilities by self-registering at the beginning of the day or distributing food and drink to their friends. As they mature, a minority of children make more informed decisions about their learning. Many take care of the resources and tidy up at the end of an activity.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Adequate

Practitioners plan an appropriate range of interesting activities in order to provide a curriculum that has a robust emphasis on learning through hands-on experiences. These activities enable a majority of children to make suitable progress across most of the areas of learning in the Foundation Phase. However, planning does not always ensure robust and regular enough opportunities to enable the children to develop their literacy skills coherently across the areas of learning. Planning does not ensure that practitioners challenge more able children well enough either and, as a result, planning does not have enough of an effect on raising children's standards of oral Welsh.

Recently, practitioners have begun to plan more systematically to develop many of the children's numeracy skills. Following beneficial training, these activities build successfully on the previous attainment of a majority of children. Provision for developing children's ICT skills is good.

When the weather allows, practitioners plan appropriately to make effective use of the outdoor area in order to develop children's investigative skills. They are given beneficial experiences when observing wildlife, for example when growing fruit and vegetables, studying birds and finding insects. Practitioners provide appropriate opportunities to enable children to think for themselves in the outdoor areas, to solve problems and to become more independent learners. However, plans for the outdoor area do not consider regular opportunities to develop children's literacy and numeracy skills. In general, planning does not reinforce the work that happens inside the setting. As children do not have continuous access to this area, this limits the choice that is available to them.

Most children are given good opportunities to learn about Welsh culture and traditions by celebrating St David's Day. Practitioners use a range of Welsh songs and rhymes well to help children to learn and reinforce language patterns. All practitioners strive well to communicate appropriately with the children through the medium of Welsh by feeding new vocabulary and phrases regularly.

Satisfactory opportunities are provided for children to gain knowledge and understanding of other cultures and traditions, such as Diwali. This contributes appropriately to developing them as global citizens. Practitioners plan stimulating activities within the community, and visits to the beach and a nearby nature park enrich children's learning experiences successfully.

Teaching: Adequate

There is a positive and supportive relationship between all practitioners and children, which enables them to feel safe and settle quickly when they arrive at the setting. Practitioners promote learning through play successfully. They have appropriate practical knowledge of child development and a sound understanding of the requirements of the Foundation Phase. Practitioners work together effectively and play an active part in planning activities, and suitable use is made of their expertise.

However, they do not set clear enough learning objectives at the beginning of each activity, and they do not always challenge individual children appropriately. As a result, a minority of children lose interest in the task and their behaviour is challenging.

Practitioners give most children a choice between activities that are led by adults or to work independently. Practitioners usually interact purposefully with the children and question them effectively to extend their learning and their thinking skills. However, at times, staff intervene too much, and they do not allow the children to develop their independent skills successfully.

Staff provide an interesting environment in the main building. However, outdoor teaching is not stimulating enough.

The setting has robust assessment procedures. Records on children's achievement are completed successfully, and practitioners have a good awareness of their attainment. Assessments are beginning to lead to identifying individual targets and the next steps in children's development. Parents and carers are informed well about their children's achievement, and this information is available to them at any time.

Care, support and guidance: Good

Practitioners ensure that the children's daily care and health are good. The setting has robust provision to ensure the children's spiritual, moral and cultural development. However, provision for developing children's social development is not as robust, which contributes to unruly behaviour among a minority.

Practitioners ensure that nearly all children are given good opportunities to say thank you. This is evident when they take turns to eat fruit and have a drink during snack time and when they role-play in the cafe. The setting has appropriate arrangements to promote eating, drinking and living healthily. Visitors and visits enrich this and extend children's understanding further. Good opportunities are available for children to recycle paper, plastic and food. The setting encourages children to plant vegetables and flowers in pots and sacks in the outdoor area. This is beginning to develop their understanding of sustainability appropriately.

The setting uses positive behaviour strategies. However, they do not eliminate disruption or unacceptable behaviour from a minority of children effectively enough. They are very careful when supervising the children when they go to play on the nearby tennis courts.

The setting has robust arrangements for admitting children in the morning and ensuring that they are in the care of their parents or a familiar carer when leaving. Arrangements for safeguarding children meet requirements and are not a cause for concern.

The additional learning needs co-ordinator is experienced and very knowledgeable about the educational needs of the children who receive support. She arranges very beneficial individual plans for them, which have a particularly effective effect on their development. She co-ordinates review meetings between parents, the setting and

any external agencies that provide specialist support effectively. This ensures that all stakeholders work well together in order to raise children's standards and wellbeing. Arrangements for supporting children who need support to develop their oracy are effective.

Learning environment: Adequate

The setting, through daily activities and the positive attitudes of practitioners, promotes a suitable ethos. Practitioners know the children well, and their individuality is recognised. All children have equal access to an appropriate curriculum.

The setting uses resources successfully indoors to meet the requirements of the Foundation Phase and children's needs. Resources are within the children's reach, which promotes their sense of responsibility appropriately. Resources are shared effectively between continuous activities and opportunities to enrich learning. Displays of the children's work celebrate their achievements well.

The setting's building and grounds are kept clean and tidy. However, the outdoor area is not used effectively enough. Appropriate opportunities are available for children to grow plants in pots and sacks. This expands their understanding adequately of how plants develop. The setting has invested significantly in ICT resources which are used successfully in order to develop children's skills.

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

The setting is managed well from day to day. The leader works closely with the remainder of the staff to create a welcoming ethos, and nearly all children respond positively to this when arriving at the beginning of the session. Positive commitment to teamwork is evident and practitioners have a sound understanding of their roles and responsibilities.

The leader has a robust vision for developing the setting, which is based on loving care towards each child so that they feel safe and are appreciated. The setting's objective to provide valuable opportunities for children in order to develop them as independent learners is shared successfully with all stakeholders. This vision is beginning to have a positive effect on provision.

The leader has developed suitable arrangements in order to evaluate practitioners' performance. However, the feedback that is given to them following observations has not yet been formalised, and does not consider the effect of teaching on children's outcomes robustly enough. However, training that is provided for practitioners supports their professional development appropriately, and it is relevant to the needs of the setting and practitioners. This is beginning to move the setting forward strategically. A good example of this is the improvements in provision in order to develop children's numeracy skills and physical skills.

Practitioners have specific responsibilities to lead aspects of the curriculum in order to develop the setting as an effective learning community. The leader shares new teaching practices appropriately with the remainder of the staff to improve their professional practice in order to raise children's standards.

Practitioners contribute actively towards the setting's success by sharing instructions with each other clearly. They meet regularly in order to plan and evaluate the quality of teaching, in addition to children's attainment. However, they do not respond quickly enough to any important aspects that need improvement.

The management committee, under the guidance of a knowledgeable chair, plays a valuable role in the life of the setting. The committee gives good consideration to legislation, ensures that children are safe, and meets legal and financial requirements efficiently. A few members of the committee visit the setting often and they have a sound understanding of its strengths. However, they do not monitor the effect of provision in enough detail to ensure improvements in children's standards of literacy and numeracy.

Improving quality: Adequate

The setting has appropriate arrangements for identifying its strengths and a few areas for improvement. Weekly staff meetings allow the setting to address day-to-day issues effectively, in addition to some aspects of provision. However, the setting's self-evaluation arrangements have not identified all of the important areas for improvement.

Self-evaluation processes include direct observations, scrutinising schemes of work assessments of children's attainment, in addition to the views of all practitioners, parents and carers. These arrangements focus strongly on children's wellbeing and provision for them, but they do not always consider the standards that children achieve well enough; for example, the setting does not judge to what extent activities offer sufficient challenge for more able children.

The development plan, which derives from the recent self-evaluation, is well-structured. It includes an appropriate focus on clear timescales, costs and useful actions. The leader monitors progress and evaluates the effect of improvements appropriately. However, as the setting has not identified important areas for improvement, planning for improvement does not lead to improving children's outcomes or standards of wellbeing effectively enough.

Practitioners are included in a range of good training and development opportunities. These include working with the local authority and Mudiad Meithrin in order to improve self-evaluation arrangements. The setting has been slow to respond to the recommendations of the last inspection, which refer to developing children's oral Welsh skills, ensuring a better challenge for older children, and developing self-evaluation arrangements further.

Partnership working: Good

The setting has a good range of partnerships that ensure stimulating experiences for children and have a positive effect on their development. The setting's relationship with parents is very positive. Daily informal and friendly opportunities facilitate the

process of exchanging information about their children's development, and practitioners work successfully to encourage parents to play an active part in their education. All parents appreciate the high standards of care that are provided by practitioners.

Parents receive comprehensive reports on their children at the end of the year. These give good attention to progress and achievement, and all reports are written in a very sensitive and personal way. The setting has beneficial links with the primary school, and children's visits to the school before they start there prepare them well for the next stage in their education.

The setting has a wide range of strong links with the local community. Members of the community visit the setting often; for example, a visit from a lamb and its owner to the setting enriched the children's first-hand experiences effectively when learning about animals. These visits also contribute successfully to developing children's understanding of the people who help them in the community. The setting makes appropriate use of the local park, in addition to the open areas at the football club. This has a positive effect on most children's physical development.

The setting offers beneficial work experience for pupils from the local secondary school, in addition to offering placements for students who are studying early childhood development courses. The setting receives suitable support from the local authority and Mudiad Meithrin. The advice and guidance have helped to begin to move the setting forward strategically. Practitioners are beginning to use practical suggestions purposefully in order to raise standards and improve provision.

Resource management: Adequate

The setting manages staff, resources and funds effectively. Staff's knowledge is developing through appropriate training to deliver a suitable curriculum. Staff expertise is used well and they work together effectively and enthusiastically to try to improve children's achievements.

The setting has enough resources indoors, and these are used effectively to promote the objectives of the Foundation Phase curriculum appropriately. Resources are within the children's reach, which encourages independence and has a positive effect on their learning. However, the setting does not use the outdoor area effectively enough.

The setting provides appropriate experiences that are planned satisfactorily. Recently, the support of external agencies has ensured better consistency, appropriate standards and better provision.

Considering the adequate standards and teaching, in addition to the setting's failure to identify important areas for improvement, the setting currently provides adequate value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	14	10 71%	4 29%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	14	12 86%	2 14%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r lleoliad hwn.
		84%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	14	13 93%	1 7%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	13	11 85%	2 15%	0 0%	0 0%	1	Mae fy mhentyn yn gwneud cynnydd da yn y lleoliad.
		81%	19%	0%	0%		
Children behave well in the setting.	13	8 62%	5 38%	0 0%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	0%	0%		
Teaching is good.	14	11 79%	3 21%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	14	13 93%	1 7%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		84%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	14	12 86%	2 14%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		76%	23%	0%	0%		
My child is safe at the setting.	14	12 86%	2 14%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	13	10 77%	3 23%	0 0%	0 0%	1	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	14	7 50%	6 43%	1 7%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	5%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	14	12 86%	2 14%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	13	9 69%	4 31%	0 0%	0 0%	1	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		65%	31%	3%	1%		
My child is well prepared for moving on to school.	9	7 78%	2 22%	0 0%	0 0%	5	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		74%	25%	1%	0%		
There is a good range of activities including trips or visits.	13	4 31%	9 69%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		63%	32%	4%	1%		
The setting is well run.	14	12 86%	2 14%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

The reporting inspector

Dyfrig Ellis	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)

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 partnership's 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.