



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

**Report following monitoring
Level of follow-up: focused improvement**

**Cylch Meithrin Llangelynnin
Henryd Community Centre
Ysgol Llangelynnin
Henryd
LL32 8YB**

Date of visit: February 2017

by

**Estyn, Her Majesty's Inspectorate for Education and
Training in Wales**

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The monitoring team

Sheila Birkhead	Reporting Inspector
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Outcome of monitoring

Cylch Meithrin Llangelynnin is judged to have made sufficient progress in relation to the recommendations following the core inspection in March 2016.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the setting from any further follow-up activity.

Progress since the last inspection

Recommendation 1: Ensure purposeful and regular opportunities for children to develop early literacy, numeracy and ICT skills across the six areas of learning systematically.

Strong progress in addressing the recommendation.

The setting provides many worthwhile opportunities for children to develop their literacy and numeracy skills across the six areas of learning. For example, practitioners help children learn to recognise different shaped pizzas and to count coins to pay for purchases in the role-play area. They provide valuable opportunities for children to develop their early reading skills by encouraging them to recognise their names during registration and listen to a story at the end of each session. Children have useful opportunities to develop their mark-making skills in the painting area and during table top activities. Practitioners have attended worthwhile training that has helped them understand how to develop children's information and communication technology (ICT) skills appropriately. As a result, they provide regular opportunities for children to practise their ICT skills during play, including choosing a story on a tablet computer. Practitioners make increasingly good use of the planning format provided by the local authority to plan carefully and purposefully for developing pupils' literacy, numeracy and ICT skills systematically over time.

The setting uses its outdoor area regularly. Practitioners plan suitable opportunities to help children develop their skills during their outdoor play, including practising specific language patterns and developing their physical skills. However, in general, planning for children to learn and practise their skills purposefully in the outdoors is at a relatively early stage of development.

Recommendation 2: Improve the development of children's Welsh language skills.

Strong progress in addressing the recommendation.

Practitioners understand the importance of speaking Welsh to the children to support their emerging communication skills and use the language consistently throughout the session when talking to the children. Practitioners have benefited from recently taking part in Mudiad Meithrin's Welsh language development scheme. This has increased their confidence and is improving their grasp of correct language patterns. Practitioners develop children's vocabulary well by using Welsh words regularly while playing alongside them and during snack time. They make worthwhile use of songs from the scheme to help children learn and remember regularly used language patterns. However, very occasionally, practitioners do not use Welsh to speak to each other, and this tends to detract from the setting's Welsh language ethos.

Practitioners plan regularly to support children's Welsh language development. They include specific phrases that they want the children to learn and choose songs that will help them learn these. The planning is becoming more systematic as practitioners familiarise themselves with Mudiad Meithrin's Welsh language scheme.

Recommendation 3: Improve planning by including all practitioners in the process and ensure that tasks are challenging and matched to children's ability

Strong progress in addressing the recommendation.

The setting caters for a wide age range and practitioners understand the need to match tasks to children's stage of development. Practitioners make regular and effective use of a system introduced by the local authority. This enables them to identify when children have a secure understanding of a concept and when they need more time and practice. They use this information increasingly well to plan what to do next. The planning for focus tasks regularly identifies worthwhile challenges for children who are more able. The setting has very recently refined its planning system further to identify appropriate steps for each age group.

The leader has worked hard to explore different ways of involving all practitioners appropriately in the planning process, within the time available to them. They meet formally to discuss observations and assessments and plan for the fortnight ahead. All practitioners are now involved more purposefully in the planning process and contribute useful ideas and suggestions. Although this latest development has not had time to become completely established, practitioners appreciate the opportunity it provides to allow them to be fully involved in the setting's work.

Recommendation 4: Strengthen the assessment process by including all staff and use the information collected to develop children's learning

Strong progress in addressing the recommendation.

The setting uses the Foundation Phase Profile appropriately to establish a starting point for the children. This enables them to measure progress effectively over time. The leader ensures that all practitioners are regularly involved in assessing and recording children's progress, particularly during focus tasks. As a result, they get to know the children well. Practitioners use a traffic light system consistently to record if children need more practice in specific areas of learning in order to be able to move them forward successfully. They are becoming increasingly skilled at using this information to plan to develop children's learning systematically.

Recommendation 5: Develop the leader's strategic role and ensure that the management committee are aware of their needs.

Very good progress in addressing the recommendation.

Since the inspection, the leader has focused effectively on meeting the recommendations. She has ensured that practitioners use the Welsh language consistently in the sessions and has sought support with this from other agencies

appropriately. All practitioners understand Mudiad Meithrin's language policy. They have made good progress towards implementing it more fully in the sessions and they are becoming increasingly confident and competent.

The leader has worked hard to ensure that practitioners are fully aware of their roles and responsibilities during the session. She has taken firm steps towards ensuring that all practitioners play a full part in the setting's life and delegating responsibilities appropriately. The leader has a good understanding of the new planning format, ensuring a strong focus on developing children's literacy, numeracy and ICT skills.

The leader has involved the committee in the setting's work at every step by communicating with them regularly. She makes sure that the action plan is on the committee's agenda consistently and provides informative reports. Although there have been recent changes to the committee, it meets regularly and supports the setting well, such as by carrying out the leader's annual appraisal and organising fundraising activities. Members of the committee have recently taken on specific responsibilities for different recommendations from the report in order to monitor progress effectively.

Recommendation 6: Ensure that the self-evaluation process is more inclusive and identifies aspects to be improved more thoroughly.

Strong progress in addressing the recommendation.

The leader has improved the setting's self-evaluation processes. The statements in the report are more evaluative and the document identifies many useful areas for development, particularly relating to its provision, and to leadership and management.

All practitioners are beginning to play a meaningful part in improving the provision, which has led to improvements in the children's wellbeing and the setting's approach to recycling. The setting consults parents appropriately using Mudiad Meithrin's annual questionnaire.

There is a clear link between the self-evaluation report and the setting's post inspection action plan. The action plan is a comprehensive document and includes clear targets and useful timescales. It identifies specific costs such as the cost of staff training and developing the outdoors. The leader works purposefully alongside the local authority advisory teacher to review and evaluate progress. As a result, the setting has succeeded in bringing about many improvements since the last inspection.

Recommendation 7: Ensure that all staff attend training, and have opportunities to observe good practice, in order to improve their understanding of provision, teaching and leadership.

Strong progress in addressing the recommendation.

Since the core inspection, practitioners have benefited from visits to other settings and to the school's nursery and reception class. These useful developmental

activities have helped practitioners to see their work in a wider context, contributing effectively to improvements particularly in provision and leadership. For example, following the visits to other settings, practitioners have extended the 'helpwr heddiw's' responsibilities and have become more confident in their approach to planning.

Practitioners have made the most of opportunities to attend training provided by the local authority and Mudiad Meithrin to improve their professional practice. These have included courses that have improved their understanding of planning and assessment and how to develop children's numeracy skills effectively. Practitioners are beginning to reflect critically on their own practice with increased understanding of how to improve their teaching.

Recommendation 8: Address the health issues highlighted during the inspection.

Strong progress in addressing the recommendation

The setting has explored ways to address this recommendation and has consulted widely with appropriate stakeholders. It has taken appropriate action to deal with the issues highlighted during the inspection. The setting leader has carried out a suitable informal risk assessment of its new approach. However, she has not recorded this formally yet.

Recommendations

In order to maintain and improve on this progress, the setting should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.