



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

**A report on**

**Cylch Meithrin Llanllechid  
Y Caban  
Ysgol Gynradd Llanllechid  
Llanllechid  
Bangor  
Gwynedd  
LL57 3EH**

**Date of inspection: March 2016**

**by**

**Nicholas Jones  
Reporting Inspector**

**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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Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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## Context

Cylch Meithrin Llanllechid is a Welsh medium setting, which is located on the site of Ysgol Gynradd Llanllechid, in the Gwynedd local authority. It is open for five mornings of the week and runs a care club in the afternoons. The setting has two members of full time staff.

The setting's registration allows it to accept up to 16 children in a session. It admits children from two to four years old. The local authority funds ten children, who attend on different days.

Nearly all the children are of white British origin. Most of them speak Welsh as their first language. Currently, very few children have additional learning needs.

The leader began her post in May 2014. The Care and Social Service Inspectorate for Wales (CSSIW) last inspected the setting in October 2014. Estyn's last inspected the setting in December 2011 and re-visited to monitor the setting in February 2013.

## 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:

- A broad range of relevant and interesting learning experiences develops children's knowledge and understanding effectively
- The teaching is stimulating and challenging and supports successful learning
- Purposeful use is made of all staff
- The provision for looking after, supporting and guiding children is diligent
- The learning environment, especially indoors, is used creatively to provide interesting tasks to improve children's outcomes

### Prospects for improvement

The setting's prospects for improvement are good because:

- The leader and management committee give a clear direction to the setting's work
- The leadership's history of managing improvements over time is effective
- Self-evaluation and strategic planning is efficient
- Staff take an active part in professional development and training, which has a positive effect on children's learning
- There are beneficial partnerships with parents, the local community, the local authority and Mudiad Meithrin, which aids in developing the setting further
- The partnership with the school is very successful
- Managers use funding purposefully

## Recommendations

- R1 Improve the provision of the areas of learning in the outdoors
- R2 Complete regular assessments to record children's progress from their start points

### **What happens next?**

The setting will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

Not applicable

#### Standards: Not applicable

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

#### Wellbeing: Not applicable

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

### Key Question 2: How good is provision?

Good

#### Learning experiences: Good

The setting delivers the curriculum effectively and it reflects the ethos of the Foundation Phase well. The learning experiences target children's needs and interests successfully. The planned experiences stimulate all children to learn purposefully.

Staff plan learning experiences thoroughly. They collaborate effectively, through daily discussions, to provide flexible and innovative activities. The lively learning experiences, which include painting scarecrows, creating colourful chicks out of dough and searching for shapes in boxes full of straw, provide continuity and progression in children's learning. The curriculum challenges all children. It builds systematically on children's existing knowledge, understanding and skills and leads effectively to the next steps in children's learning.

Staff provide positive opportunities for children to take risks and become independent learners through searching for a lamb outdoors on the school grounds and creating a farm environment through the use of different materials and toy animals. They focus on developing children's physical, thinking and creative skills intelligently.

The setting plans sensibly for the development of children's literacy, numeracy, information and communication technology (ICT) and thinking skills. The provision for these skills is co-ordinated efficiently. The daily methods of delivery are adapted well to make the curriculum accessible to all children. Staff put this into practice conscientiously. The planning of mark making and number tasks across all areas of learning are stimulating. This encourages a minority of children to begin forming letters and numbers in recognisable forms.

The setting makes beneficial use of visits and visitors to enrich children's learning experiences positively. For example, visits to local chapels, an adventure park and the library to listen to stories add interest to the curriculum. Visitors, which include a farmer, a police officer and the emergency services, teach children purposefully about everyday activities within their community.

The staff provide interesting learning opportunities, which encourage children to show respect and tolerance for people from all cultural backgrounds. This includes celebrating the Chinese New Year, discussing moral stories from Africa and contributing to thanksgiving services at the school. These planned experiences develop a better understanding of the world in which children live.

The setting's provision for Welsh language development is very good. All staff model the language very effectively. They allow children to use Welsh as much as possible in their learning. The setting promotes children's awareness of the traditions and celebrations of the culture of Wales meaningfully, which includes celebrating Saint David's day and Saint Dwynwen's day.

### **Teaching: Good**

The staff's teaching impacts positively on children's learning at the setting. All staff have a secure knowledge and understanding of the Foundation Phase and have high expectations for every child's learning. The leader plans the curriculum and the staff play an active role with their own ideas and their daily input. Therefore, the best use is made of their expertise. All adults are very positive as children arrive and they continue with this enthusiasm throughout the sessions.

Staff plan a good balance between child-selected and staff led activities, which meet children's individual needs sensibly. They make good and imaginative use of resources, including technology such as electronic toys, tills and a computer to enhance learning.

Adult intervention is sensitive and skilful, which encourages children to motivate themselves as they learn. The teaching is challenging and staff understand the importance of providing opportunities for children to learn through play and stimulating experiences. Staff time introductions to tasks effectively to maintain every child's interest in the activity. All staff are very good language models in Welsh, which encourages every child to use Welsh regularly in everyday routines.

Staff manage children's behaviour very well. They provide a stimulating, challenging and exciting environment, especially indoors, which encourages children's involvement, participation and enjoyment. Staff's questioning challenges children consistently, which develops their thinking and communication skills well. Staff encourage children to evaluate their work successfully as they make music with different instruments, weigh pine cones, use sponges to print and cook in the role-play kitchen. Such activities ensure that all children participate and contribute meaningfully to tasks.

Generally, the setting's procedures for assessing and recording children's achievements are efficient. A new system of daily assessments is developing

appropriately. Currently, all staff do not complete regular assessments that record children's progress from their start points with enough detail. Parents and carers receive informative reports about their children's achievements. The information is available to them at any time.

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

The setting provides positive opportunities to promote children's spiritual, moral, social and cultural development. For example, staff foster values such as honesty, fairness and respect sensibly, through consistent opportunities for children to reflect, discuss feelings, say thank you and pray. Effective arrangements exist to support children's health and wellbeing, which influence children's learning purposefully. Staff also allow children to take turns politely around the dining table during snack time. The setting has the appropriate arrangements to promote healthy eating and drinking. Every child arrives with fruit in the morning. The setting provides good opportunities for the children to recycle food and paper. This develops their understanding of sustainability effectively.

All staff have suitable qualifications and good experience. The adult to child ratio is favourable. The setting uses staff expertise well in planning, teaching and supervising activities. The setting uses positive behaviour strategies well, which removes any form of disruption or aggressive behaviour. This includes a chair for reflection with play equipment to quieten the over enthusiasm. Children are happy and secure in the company of the adults and every child asks for help and support when needed.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. The setting is safe, with locked doors and only a member of staff opens them. No one comes in unannounced and a child cannot leave unaccompanied. Staff ensure that children are in the care of their parents or a familiar carer before anyone leaves.

The setting identifies children's learning needs well when they join and during their time at the setting. The leader discusses these with appropriate agencies to target support effectively. As a result, there are good arrangements to support all children with additional learning needs.

### **Learning environment: Good**

The setting's ethos and daily practices promote equality and diversity successfully. Staff encourage children to respect others and develop tolerant attitudes effectively, especially through group activities. Staff know the children very well and their individuality is recognised. Staff provide children with equal access to an interesting curriculum, which is structured purposefully. The setting has enough staff, who have sufficient knowledge and expertise to teach all aspects of the Foundation Phase curriculum.

The setting uses its resources meaningfully, especially inside in the building to meet the requirements of the Foundation Phase and children's needs. Children move freely around the room and participate independently in activities in all areas of



learning. Children access all resources easily, which promotes their sense of responsibility well. Continuous activities, focus tasks and opportunities to enrich the learning share all resources equally, which benefits all children at the setting.

The setting uses the school's resources well, which includes adventurous equipment for climbing and boisterous activities and the school's yards and grounds for walks and physical tasks. The setting uses the school's grounds effectively to ride bikes, learn about the weather, roll hoops, build tents and kick and throw balls. The setting grows plants in the school's outdoor area, which teaches the children about plant growth. However, the setting does not provide specific areas of learning outdoors for children to develop and use the skills that they learn indoors, in the outdoor environment. The quality of the building is appropriate, safe and maintained well.

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

The leader and management committee's clear aims, strategic objectives, plans and policies focus directly on effective provision, which targets children's needs well. The setting implements and monitors the plans for improvement purposefully against appropriate actions and timescales.

The leader defines the staff's roles and responsibilities well. The leader and staff manage their time productively to prioritise needs efficiently. They collaborate and set challenging and realistic targets for themselves and others. This ensures that children's experiences are interesting and stimulating. The leader and management committee negotiate, co-operate and accept advice sensibly from staff and outside agencies, such as the local authority, Mudiad Meithrin and parents. This supports and benefits all children.

The management committee is a small group of dedicated individuals who are well informed about the setting's progress. They actively support and challenge the setting. This develops a sense of purpose to their work that promotes and sustains improvements over time. They use relevant information about the setting very well and have a sustained focus on achieving progress against the setting's priorities.

The leader promotes and sustains improvements. The leader manages teaching and learning well and all the staff's expectations are high. The leadership ensures that outcomes for children are good. The leader implements policies and initiatives meaningfully, including those that meet local and national priorities, such as healthy eating, dental hygiene and the Foundation Phase. The leader identifies training and development needs clearly. She prioritises and addresses staff's training needs fully.

### **Improving quality: Good**

Self-evaluation and development planning is a regular and important part of the setting's working life. It identifies priorities for improvement, monitors provision and assesses children's outcomes effectively. The process involves effective reviews of all aspects of the setting's life and how these impact on standards children achieve.

The leader manages the setting diligently on the basis of an accurate assessment of its strengths and weaknesses. The quality of teaching and learning is discussed regularly in planning meetings, which targets better training and development opportunities to improve teaching and planning practices.

The self-evaluation takes good account of the views of staff, parents and carers, the management committee, the local authority and Mudiad Meithrin. As a result, it leads to a thorough development plan. The development plan monitors improvements against clear targets and success criteria. It prioritises the most important matters to improve and it funds improvements well. For example, it has identified the need to improve the recording of staff's observations on children.

By involving all staff in this process, they are keen to accept new ideas and to experiment with different ways of working, suggested by the local authority's advisory teacher and the Mudiad Meithrin. For example, advice on how to improve the planning, has affected the quality of the learning experiences well. This has a positive effect on children's learning and wellbeing.

### **Partnership working: Good**

The setting works strategically with partners to improve provision and children's standards and wellbeing. The impact of strategic partnerships on children's standards and wellbeing is significant, especially the setting's links with the school, local authority and Mudiad Meithrin. The setting uses community links effectively to support children's learning, which includes holding open mornings and using social media very effectively to promote its work.

Staff work and liaise with a wide range of partnership groups, which make a strong contribution to improving provision. These include agencies that support the setting with first aid training, Welsh provision, food hygiene, safeguarding children and further qualifications. The local school has a very successful relationship with the setting and this supports children's transfer arrangements very well. The arrangements for transferring assessments and personal information are very effective and benefit the children as they settle at the school. The setting shares in a number of experiences provided by the school and it participates in singing activities, concerts and the school sports.

Staff take active steps to involve parents and carers in the setting. The setting regularly informs parents and carers about all aspects of the setting's work. They are encouraged to offer their own opinions on matters to improve the setting and a growing number attend meetings to support the management committee. A positive relationship with the local authority's advisory teacher and the Mudiad Meithrin officer enhances the work of the setting.

### **Resource management: Good**

The leadership is strong and it aims constantly to improve all aspects of the setting's work. An established professional learning community exists within the setting. This enables staff to develop and share their professional knowledge effectively. The strategic planning supports the good teaching of all staff.

The leader and the management committee succeed in ensuring that the setting has enough qualified staff with appropriate training. The link with the school is very strong, which supports improvements and promotes a caring partnership, which operates successfully in the interests of the children.

The setting manages its resources purposefully to support learning and to create improvements in the setting. The leader and the management committee have a sound understanding of their budget. They prioritise their spending in line with the targets for improvement purposefully. The setting ensures that the use of money has a direct impact on children's achievements and wellbeing.

In light of the effective provision, the diligent staff, the supportive management committee and the purposeful leadership, the setting provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

*Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 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.	28	25 89%	3 11%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	28	24 86%	3 11%	1 4%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	28	23 82%	4 14%	1 4%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	27	24 89%	3 11%	0 0%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	18%	0%	0%		
Children behave well in the setting.	27	23 85%	4 15%	0 0%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	1%	0%		
Teaching is good.	27	24 89%	3 11%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	27	24 89%	2 7%	0 0%	1 4%	1	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.	26	21 81%	5 19%	0 0%	0 0%	2	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		76%	23%	0%	0%		
My child is safe at the setting.	28	23 82%	5 18%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	25	18 72%	6 24%	1 4%	0 0%	3	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		
I am kept well informed about my child's progress.	28	22 79%	3 11%	2 7%	1 4%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy

	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	
		63%	30%	5%	1%		mhlentyn.
I feel comfortable about approaching the setting with questions, suggestions or a problem.	28	23 82%	4 14%	1 4%	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.	28	22 79%	4 14%	1 4%	1 4%	0	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.	27	23 85%	4 15%	0 0%	0 0%	1	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.	28	23 82%	3 11%	1 4%	1 4%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		63%	32%	4%	1%		
The setting is well run.	27	25 93%	2 7%	0 0%	0 0%	1	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

## Appendix 2

### 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>	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 partnerships 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>Professional Association for Childcare and Early Years (PACEY)</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 Day Nurseries Association (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.