



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

A report on

**Cylch Meithrin Llannerch-y-medd
Ysgol Gymuned Llannerch-y-medd
Llannerch-y-medd
Anglesey
LL71 8DP**

Date of inspection: May 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:

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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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

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Publication date: 21/07/2017

Context

Cylch Meithrin Llannerch-y-medd is a Welsh-medium setting that meets in a community room on the site of Ysgol Gynradd Llannerch-y-medd in Anglesey local authority. The setting provides education and care for children between two-and-a-half and three years old in two-and-a-half hour sessions, four mornings a week. The setting is registered to admit up to 14 children per session. There are currently 12 children on roll, four of whom receive early years education that is funded by the local authority. A few children with additional learning needs attend the setting.

Welsh is the main language spoken at home by most of the children at the setting.

Four qualified members of staff work at the setting, and the leader has been in post since March 2017.

The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in September 2015 and by Estyn in June 2012.

Summary

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

Current performance

The setting is adequate because:

- Practitioners plan an appropriate variety of interesting activities that facilitate children's learning
- Practitioners' plans are beginning to consider the needs of individual children and build suitably on what they already know
- Practitioners work together effectively as a team and support each other well for the benefit of the children
- There is a sound working relationship between practitioners and children
- Practitioners have established a stimulating and homely learning environment in a short period of time
- All practitioners model the Welsh language successfully and support children's oral skills effectively

However:

- Practitioners do not plan purposefully enough to develop all areas of learning of the Foundation Phase curriculum
- The setting does not have suitable plans to develop literacy, numeracy and information and communication technology (ICT) skills systematically across the areas of learning
- Not all members of staff contribute consistently enough to the process of planning learning experiences

Prospects for improvement

The setting's prospects for improvement are adequate because:

- The leader has established effective procedures and clear and purposeful objectives for the setting in a short period of time
- Leaders act promptly on guidance and advice from external agencies
- Practitioners work together effectively as a team
- The current self-evaluation report, on the whole, identifies many strengths and areas for improvement fairly accurately
- Priorities in the improvement plan link appropriately with many of the findings that are identified in the self-evaluation report
- It has robust partnerships that are beginning to have a positive effect on children's outcomes and learning experiences

However:

- It does not have formal procedures for evaluating practitioners' work

- The new self-evaluation arrangements have not had time to become embedded in full
- Self-evaluation procedures do not measure the effectiveness of provision on pupils' outcomes effectively enough

Recommendations

- R1 Provide regular opportunities for children to develop their literacy, numeracy and information and communication technology (ICT) skills systematically across the areas of learning
- R2 Ensure that practitioners plan purposefully to develop all areas of learning of the Foundation Phase curriculum appropriately over a period of time
- R3 Develop opportunities for all practitioners to contribute more effectively to planning and assessment procedures
- R4 Strengthen self-evaluation procedures further in order to measure the effectiveness of provision on children's outcomes
- R5 Develop a performance management procedure that ensures that practitioners are given regular and appropriate opportunities to develop professionally

What happens next?

The setting 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?

Standards:

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

Wellbeing:

There is no report on children's wellbeing or their participation and enjoyment in learning. This is because there were not enough relevant children present at the time of the inspection to report on without identifying individual children.

Key Question 2: How good is provision?

Adequate

Learning experiences: Adequate

Since the very recent appointment of the leader and new members of staff, practitioners plan a suitable variety of interesting activities that facilitate children's learning appropriately. These are based on relevant themes that build on children's life experiences successfully. Very recently, children have been given suitable opportunities to suggest ideas for the term's activities, for example by saying what they would like to learn about the garden. Practitioners are beginning to consider the needs of individual children when planning, and build suitably on what they already know. They plan appropriately to ensure suitable opportunities for children to develop their skills in a number of areas across the curriculum. A good example of this is the opportunities for children to learn how to plant and care for plants. However, practitioners do not yet plan purposefully enough to develop all areas of learning in the Foundation Phase appropriately.

The setting provides suitable opportunities to develop children's literacy and numeracy skills through an appropriate variety of exercises and beneficial experiences. A strong feature of provision is the regular opportunities that children are given to expand their vocabulary and develop their speaking and listening skills. A good example of this is the regular opportunities that children are given to sing familiar nursery rhymes and discuss the weather each day. Practitioners encourage children to develop early reading skills and identify familiar letters appropriately, for example by listening to stories in the reading corner and recognising their names during snack time. By taking part in mark-making activities in the outdoor area and controlling a paint brush to make pictures, children are given beneficial opportunities to develop their early writing skills. Practitioners plan appropriately to develop children's numeracy skills through a suitable range of exercises and daily activities, for example by singing songs and counting one more and less when discussing plants. Children are given a few opportunities to use ICT, for example by controlling a programmable toy. However, practitioners do not yet use long-term plans to build purposefully on children's literacy, numeracy or ICT skills systematically enough across the areas of learning.

Appropriate attention is given to developing children's gross motor skills in a weekly practical session in the outdoor area, and occasionally in the school hall. The leader is beginning to make suitable use of the local community in order to promote children's learning experiences, for example by inviting a council officer to talk to the children about the importance of recycling.

Practitioners ensure a Welsh ethos very successfully by giving children opportunities to sing and communicate in Welsh throughout the sessions. As a result, most communicate clearly and confidently in Welsh with peers and adults.

Teaching: Adequate

Practitioners have a suitable understanding of the principles of the Foundation Phase and child development. Within a short period of time, they have developed to work together effectively as a team, and they support each other well for the benefit of the children. The robust working relationship between practitioners and children contributes well to creating an atmosphere of co-operation and mutual respect. They manage behaviour effectively and praise children for their efforts throughout the sessions. As a result, practitioners have established a stimulating and homely learning environment that encourages children's involvement and participation successfully. They model the Welsh language successfully and ensure suitable opportunities to extend pupils' language by singing and conversing with them frequently.

Practitioners provide beneficial opportunities for children to learn through play, for example when role-playing in the 'florists'. On the whole, they intervene at appropriate times in order to extend children's understanding, and there is a suitable balance between activities that are chosen by children and those that are led by adults. This maintains children's interest for suitable periods of time and encourages them to learn for themselves.

The setting has suitable arrangements for assessing children's progress. Very recently, practitioners have begun to use the Foundation Phase profile to assess children's starting points. However, as yet, they do not all use this information systematically enough to plan purposefully for individuals' needs from their starting point. Practitioners are beginning to record children's successes suitably in order to plan activities that build appropriately on previous learning. As a result, weekly plans ensure that focus tasks are suitable for most children's age and ability. However, to date, not all staff contribute consistently enough to the process of planning learning experiences.

Practitioners use the information that they have about children's progress appropriately in order to give parents beneficial feedback. They record children's successes in all areas of learning in order to share a record book of their time at the setting with parents.

Care, support and guidance: Good

The setting supports children's health and wellbeing successfully. Practitioners promote the importance of eating healthily effectively through activities such as drink

and fruit time. This period also develops their social and literacy skills effectively. Practitioners teach children well about personal hygiene by emphasising the importance of washing their hands before eating and brushing their teeth regularly. The setting provides appropriate opportunities to promote children's spiritual and moral development, for example by encouraging them to show respect through a range of daily activities and practices. Practitioners encourage children to take responsibility by taking turns to serve the snack each day. This develops children's self-confidence and social and communication skills successfully.

Very recently, the setting has made appropriate use of the school playground to enrich provision and expand opportunities for children to exercise through a better range of beneficial activities. This promotes children's health and fitness successfully. The setting provides appropriate opportunities for children to learn about the importance of recycling, for example by using a bin to compost fruit peelings. This develops their understanding of sustainability effectively.

The setting has robust procedures for responding to the needs of any child with additional learning needs. Practitioners work closely with external agencies to ensure that these children receive appropriate support. As a result, they are very aware of children's needs and support them effectively.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners ensure that children are transferred safely to the care of a parent or carer.

Learning environment: Good

In a short period of time, the committee and practitioners have established a stimulating, attractive and welcoming learning environment for children. Although the setting's outdoor area is very restrictive in terms of size, practitioners are beginning to develop the area appropriately in order to deliver suitable learning experiences for children outdoors. They grow flowers that teach them about nature and the needs of plants appropriately. Robust co-operation with the primary school on the site ensures effective use of the facilities that are available in order to plan activities to develop children's physical skills successfully.

The setting is safe and kept clean. An appropriate supply of resources and purposeful learning areas provide rich opportunities for children to investigate and learn for themselves. The setting has enough staff with appropriate knowledge and expertise to teach the Foundation Phase curriculum appropriately. Practitioners work well together to ensure an inclusive ethos in which all children are respected, have the same opportunities and are treated equally.

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

Since her very recent appointment, the leader has established effective procedures and clear and purposeful objectives that promote children's wellbeing and progress soundly. The leader shares her vision successfully with all practitioners, parents and

the committee. She has high expectations of herself and all practitioners. She uses guidance and advice from external agencies intelligently in order to improve the quality of provision and raise standards. Although most staff are very new to their posts, they all understand their roles and responsibilities in full and work together effectively as a team. This contributes well to creating an industrious ethos in which children and practitioners feel that they are valued. Although the setting does not currently have appropriate procedures for evaluating practitioners' work, most have received purposeful training that meets their needs appropriately, for example when undertaking elementary training on safeguarding children.

The new committee has been established very recently. However, within a short period of time, the leader and the committee have worked together appropriately and acted on the advice of external experts, including the local authority's advisory teacher and Mudiad Meithrin. They have ensured that statutory policies are in place, in addition to ensuring a suitable supply of staff and learning resources. As the committee is new and only met for the first time very recently, it is too early to measure its effectiveness on provision and children's standards.

The setting gives suitable attention to a few local and national priorities; for example, it focuses effectively on promoting children's literacy skills in addition to promoting their wellbeing and fitness.

Improving quality: Adequate

In a short period of time, the leader has worked appropriately with the local authority's advisory teacher in order to familiarise herself with self-evaluation guidelines to evaluate provision. The setting is beginning to gather parents' views appropriately and uses the local authority's self-evaluation procedures suitably. As a result, leaders are developing their awareness of the provision's strengths appropriately, in addition to a few areas for improvement. However, these arrangements have not had time to become embedded fully and they do not evaluate the effectiveness of provision on pupils' outcomes effectively enough.

On the whole, the current self-evaluation report is an honest and fair reflection of the setting and identifies many strengths and areas for improvement fairly accurately. The improvement plan is detailed and links successfully with the findings that are identified in the self-evaluation report. It identifies correctly what needs to be improved, as well as relevant actions, responsibilities and suitable success criteria. However, there is not enough detail in terms of funding for each target. The plan does not allocate appropriate funding for the targets; nor does it set a timetable in order to monitor progress regularly.

The leader has acted promptly on any recommendations and advice from external agencies, such as the local authority's link teacher and Mudiad Meithrin. By working purposefully with these experts, in addition to staff and the committee, the leader has established robust and methodical procedures.

Partnership working: Adequate

The setting has robust partnerships that are beginning to have a positive effect on children's outcomes and learning experiences. Parents and carers value the staff's commitment and the working relationship between them and the children. The open door policy ensures that parents are given good opportunities to discuss any concerns they have with practitioners at a very early stage. By completing recent questionnaires, parents are beginning to offer their comments and opinions about the setting appropriately.

The setting has a beneficial link with the school which is on the same site. Practitioners make good use of the school playground and hall in order to promote children's wellbeing and fitness effectively. Very recently, children have been given beneficial opportunities to join the nursery class for a weekly session to listen to stories and sing familiar songs and nursery rhymes. As a result, these robust transition arrangements ensure that children are well-prepared for the next step in their education. Practitioners work effectively with the local authority advisory teacher and Mudiad Meithrin, and act quickly on advice and guidance, which contributes to improving provision and children's outcomes. They also work successfully with specialist agencies in order to ensure beneficial support for children with additional learning needs.

Recently, the setting has begun to make suitable use of the community to enrich children's experiences; for example, the committee and parents offer to host a stall at the village's fun day in order to raise money for the setting.

Resource management: Adequate

The setting has enough practitioners with appropriate qualifications and relevant experience of working with young children. Although relatively new to the setting, the leader makes good use of her experience in order to support children successfully. She has begun to visit other playgroups in order to gather ideas and see other ways of working in practice. Although the setting does not yet have formal procedures for managing staff performance and supporting their development, the leader encourages practitioners to begin to take advantage of various opportunities to attend appropriate training.

The committee manages resources suitably and ensures an appropriate supply of learning equipment that responds to the requirements of the Foundation Phase. Committee officers have a sound understanding of the financial situation and are beginning to manage expenditure carefully.

The quality of provision and leadership ensures that the setting provides adequate value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Fewer than 10 responses were received. No data will be shown.

Appendix 2

The reporting inspector

Kevin Davies	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 partnerships 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 three to seven 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 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