



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

A report on

**Cylch Meithrin Morfa Nefyn
Canolfan Y Pentref
Lôn Isaf
Morfa Nefyn
Pwllheli
Gwynedd
LL53 6BW**

Date of inspection: January 2016

by

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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:

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 Morfa Nefyn is a Welsh medium setting, which is located in Morfa Nefyn's 'Canolfan Y Pentref', near Pwllheli, Gwynedd. It is open for four mornings of the week and the setting has two members of full time staff and one student.

The setting's registration allows it to accept up to 20 children in a session. It admits children from two and a half to four years old. At the time of the inspection, four children funded by the local authority attended.

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

The leader began her post in September 2015. The Care and Social Service Inspectorate for Wales (CSSIW) last inspected the setting in July 2013. Estyn's last inspection of the setting was in June 2010.

Summary

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

Current performance

The setting's current performance is good because:

- Learning experiences are planned purposefully
- Effective teaching improves children's standards and wellbeing
- Diligent care provides strong support for the children
- The learning environment inside the building motivates all children to do their best
- Very positive relationships between adults and children support the learning well
- Staff work together efficiently

Prospects for improvement

The setting's prospects for improvement are good because:

- The leader and management committee's strategic direction is effective
- Self-evaluation systems are regular practices, which support the setting purposefully
- All the staff have positive attitudes towards improving their teaching through good training
- Links with the local authority and the Mudiad Meithrin are used consistently and sensibly
- The leader and staff are very active in the daily work of the setting, which challenges the children successfully
- The relationship with the school is very positive

Recommendations

- R1 Provide better opportunities for children to visit and learn about the local community
- R2 Ensure that all staff complete daily assessments regularly and consistently
- R3 Develop and enrich the resources and experiences in the outdoor area

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 provides a wide range of interesting activities for children across all areas of learning. The planning meets the philosophy of the Foundation Phase effectively. The staff discuss how to plan the curriculum and prepare activities daily. Therefore, the curriculum builds purposefully on all children's previous knowledge and experiences. The planning targets the needs of all children sensibly and staff challenge children purposefully to perform at their best. The planning of focus tasks provides continuity, progression and constant challenge for each child.

The provision for pupils' literacy, communication and numeracy skills is coherent. It enhances children's learning experiences successfully. Early writing tasks and mental arithmetic activities stimulate children well. They impact on standards successfully in all learning areas. The provision for information and communication technology (ICT) is strong and the opportunities to use a computer, tablet and technological equipment are good.

The staff use the indoor environment imaginatively to encourage children to experiment with new experiences, which develops their independent thinking skills effectively. For example, through painting, experimenting with bubbles, creating sand castles and role-playing in the kitchen.

The use of the outdoor area is not effective. There is no challenge for children outside because of the lack of facilities and resources belonging to the centre. However, children have good opportunities to dance inside the building and use the local park occasionally to complete physical activities.

Children visit places outside the setting such as the local school and the coast. However, this is not planned consistently, therefore the children do not get enough opportunities to learn about their community. Nevertheless, the children learn purposefully from people who visit the setting such as a doctor, nurse and lifeboat officials.

The setting provides sound opportunities for children to develop their personal and cultural identity. They celebrate and learn successfully about Welsh festivals such as Saint David's day and Saint Dwynwen's day. They also research and discuss meaningfully about other cultures, such as Chinese New Year and Diwali. All adults communicate very effectively with children in Welsh.

Teaching: Good

All staff have up to date information about child development and are knowledgeable about the requirements of the Foundation Phase. They have high expectations for all children and challenge children constantly in every focus task. The leader and staff have a sensible balance between activities initiated by children and led by adults. They intervene purposefully in children's play and activities to stimulate and motivate the children. All staff members are very positive as children arrive and they continue with this enthusiasm throughout the session.

The system of sharing duties is established. Staff work effectively together and share information about children regularly. All staff are active and understand the importance of providing broad opportunities to learn through play and practical involvement.

Staff manage children's behaviour positively, safely and effectively. They are very good language models themselves and provide an exciting environment inside the building. This encourages children's participation and enjoyment successfully in all activities. They use effective questioning to develop children's thinking and communication skills. A strength in this area is the willingness of staff to get the children to appreciate their own work and the work of other children on a regular basis.

The staff include children in assessing their own learning and discuss sensibly with children what they need to do to improve their work. On the whole, the staff assess to target the next steps in children's learning well. However, not all staff complete daily assessments regularly and consistently. The leader records observations and assessments to measure children's progress in her personal record and in each child's progress record. The setting informs parents and carers appropriately about their children's achievements. The information is available to them at any time.

Care, support and guidance: Good

Effective arrangements exist to support the health and wellbeing of children. These arrangements contribute well to the development and general welfare of children and support their learning effectively. The setting offers positive opportunities to promote the spiritual, moral, social and cultural development of children. Staff use characters such as a bear and a dog sensibly to link with the home and to focus on individual's morals and to consider others' feelings.

Therefore, they foster values such as honesty, fairness and respect successfully. Worthwhile opportunities are available for children to reflect, discuss feelings, say thank you and pray daily. This is evident as they take turns politely when eating fruits and drinking milk and water around the dining table. The setting has the appropriate arrangements to promote healthy eating and drinking.

Children recycle paper, cardboard and plastic bottles and compost food in the garden of one of the staff. This begins to develop their understanding of sustainability effectively.

The setting uses positive behaviour strategies, which eliminate any form of harassment or oppressive behaviour. Children are happy and safe in the company of adults at the setting and they often ask for help and support. All staff have suitable qualifications and experience and the ratio of adults to children is favourable. Staff expertise is used well when teaching and supervising activities.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. The setting is safe, the front door is locked and only a member of staff opens it. No one can come in and a child cannot leave unaccompanied. The staff take care when children are collected from the foyer. The staff ensure that children are under the care of their parents or familiar carer at the end of each session.

The setting records children's learning needs effectively when they join and during their time at the setting. The setting reviews children's progress regularly. Therefore, the setting targets children well with additional support. The staff discuss these with appropriate agencies when the need arises. The leader is additional learning needs co-ordinator and she is very familiar with the procedures necessary to support children.

Learning environment: Good

The setting is an inclusive community where all children have equal access to all areas of learning and equipment. Staff know the children well and their individuality is recognised. Every child has equal access to an interesting and varied curriculum inside the building.

The setting promotes a positive ethos through the daily activities and the approach adopted by the staff. Everyone places a clear emphasis on recognising, respecting and celebrating diversity. Staff use specific stories of Africa and different characters such as a bear, which goes home with each child in turn to achieve this.

The setting uses its resources successfully inside the building to meet the requirements of the Foundation Phase and children's needs. Children are encouraged constantly to move freely around the areas of learning and to participate in various activities. The resources are accessible to children, which promotes children's sense of responsibility successfully. Continuous activities, focus tasks and opportunities to enrich learning share resources effectively.

No effective outdoor area exists due to the lack of facilities at the centre. The staff use the nearby park occasionally to promote children's physical development. There

are appropriate opportunities for children to care for potted plants. The building is of a suitable quality, safe and well maintained.

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

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 and the management committee ensure that staff understand their roles fully and they work together diligently as a team. They use the guidance of outside agencies effectively such as the local authority and the Mudiad Meithrin. This practice ensures the best use of staff expertise. The caring leadership motivates staff towards improvements in positive, sensible and supportive ways. The leader, staff and management committee plan purposefully to provide interesting experiences for children inside the building.

The leader and the management committee use relevant information about the setting consistently to create improvements such as the provision of information technology equipment. They have a clear focus on ensuring progress against the setting's priorities. The development plan is a working document. There are clear priorities for improvement identified through robust self-evaluation procedures. Consistent and operational processes ensure that resources are available to meet the improvement objectives.

The staff receive relevant and appropriate training, which has a positive impact on the quality of provision. Policies are operational and the setting meets local and national priorities such as implementing the requirements of the Foundation Phase effectively.

Improving quality: Good

The self-evaluation takes account of the purposeful views of children, their parents and carers, the local authority and the Mudiad Meithrin. This is beneficial to the development of the setting. The management committee and leader clearly demonstrate how they have improved the provision over time, by adopting different strategies and accepting valuable advice from others.

All the staff are very knowledgeable about the setting's current work. The leader and the management committee have established consistent procedures to monitor children's standards and the provision. Working together effectively on a daily basis achieves this. The leader assesses conscientiously and the other staff share ideas sensibly. The management committee uses funding efficiently for resources and successful staffing.

The areas for development are recognised consistently well such as the need to improve opportunities for children in the open air. The leader and the management committee take steps to maintain effective practice and implement change

successfully. There are clear links between the self-evaluation and the targets of the development plan, which focuses on improvements in the setting. Therefore, a positive culture of self-evaluation pervades all the setting's work.

Staff are open to new ideas and are willing to experiment with different ways of working. For example, they have just adopted the local authority's new assessment system. The staff are very receptive to new ideas, suggested by the local authority and Mudiad Meithrin's advisory teachers. For example, the local authority's recommendations on how to improve the self-evaluation, through grading the setting's work against specific criteria, have affected the quality of learning experiences and teaching well. This has a positive effect on children's learning and wellbeing.

Partnership working: Good

Stable partnerships contribute effectively to the achievement and wellbeing of children. Staff take active steps to involve parents and carers in the life of the setting. For example, the setting invites parents to open mornings to share in the daily activities of the setting. The setting informs parents and carers regularly about the setting's events.

Parents and carers, in the answers to the questionnaires and in discussions, express their satisfaction with the setting. They appreciate the standards of care and quality of education available. They delight in the open door policy and the opportunities to meet staff on a daily basis. Therefore, the relationships with children, parents and carers and the management committee are very positive. This contributes successfully to the sense of community that belongs to the setting.

Links with the local school are very well established. There are effective and thorough arrangements for transferring assessment information. The support provided by the Mudiad Meithrin benefits the setting greatly, through implementing policies and the advice to the management committee. The strong co-operation between the local authority and the setting is very beneficial to the development of the setting. A positive relationship exists with the local authority's advisory teacher. The advice and suggestions help move the setting forward and contribute to the purposeful provision and effective leadership.

The staff work efficiently together, share information regularly about children orally. They know whom to contact if they need additional support for children. They use contacts with the local community occasionally to support children's learning.

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 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.

The setting provides good value for money because of the staff's positive impact on children's outcomes and the strong leadership.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

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)

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 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.