



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: monitoring by Estyn**

**Cylch Meithrin Tregarth
Tregarth Community Centre
Tregarth
Bangor
Gwynedd
LL57 4AW**

Date of visit: January 2017

by

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

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The monitoring team

Dyfrig Ellis	Reporting Inspector
Gwyn Williams	Team Inspector

Outcome of visit

Cylch Meithrin Tregarth is judged to have made sufficient progress in relation to the recommendations following the core inspection in July 2015.

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: Improve the children's standards of literacy and numeracy

Strong progress in addressing the recommendation

The setting provides good opportunities for developing children's literacy and numeracy skills and they acquire these confidently across the areas of learning. Many children have sound speaking skills and they talk enthusiastically about what they are doing. They use rich vocabulary and, in the main, their syntax is correct and their pronunciation clear and coherent. The majority of children use Welsh language patterns purposefully without being prompted by an adult. Almost all of them follow instructions that are given in Welsh carefully and communicate with peers successfully when chatting in Caffi Tregarth and when talking about the weather.

Many children show a suitable interest in books. They read and recognise their name during registration. Most respond enthusiastically to the story of Goldilocks and the Three Bears, describing their favourite characters as well as wild animals living in the forest.

Most children are beginning to experiment with different writing materials and create letters and numbers correctly. The majority use chalk and paint regularly in the outdoor and indoor areas, and their early writing skills are developing appropriately. A minority are beginning to write their name, recognise the sounds of the initial letters of words and suggest words that begin with the same sound.

Many apply their numeracy skills successfully when playing in the shop and when creating different shapes from clay. They count confidently up to 5 and a few more able children can count up to 10 successfully when arranging numbers on a clothes line. Many use mathematical language correctly in an everyday context, when chatting about café opening and closing times and counting how many children are in the setting. They use adjectives such as 'small' and 'large' correctly when building with blocks and when grouping objects by colour, size and shape.

Recommendation 2: Develop better strategies for managing children's behaviour and the noise levels in the building

Very good progress in addressing the recommendation

The setting has very robust arrangements for ensuring that children follow clear rules and guidelines for behaviour. The setting's rules are embedded and most children

have a very good understanding of acceptable and unacceptable behaviour. Nearly all children listen well and are keen to learn. The care shown by practitioners towards children is a solid foundation for this, in addition to high expectations regarding behaviour. All practitioners ensure that every child receives clear instructions so that they know exactly what needs to be done.

Following purposeful training, practitioners work well together to ensure consistency in managing children's behaviour. Strategies for promoting positive behaviour include careful praise and presenting stickers when appropriate. In addition, practitioners use puppets effectively to model and reinforce good behaviour. The practice of rewarding children by allowing them to take Doti the dog home contributes effectively to children's eagerness to concentrate for extended periods. This has a positive impact on their behaviour. Practitioners have appropriate strategies for responding to unacceptable behaviour. They remind children regularly to use their voices and feet quietly, in addition to paying attention to the need to 'sit smartly'.

Practitioners ensure that they plan intentionally to develop children's social skills. The pace of activities is very purposeful and there is a very good balance between children moving and sitting for periods that are appropriate for their age and ability. Almost all children share, take turns and are caring towards their peers when playing board games, playing together in the playhouse and during snack time.

Recommendation 3: Improve the quality of teaching to challenge children in accordance with their abilities

Strong progress in addressing the recommendation

Day-to-day plans and teaching now include an appropriate level of challenge for many children. Activities meet the needs of individuals as they play and during more formal activities such as story time and creative sessions. They make good use of question and answer strategies in order to extend children's speaking and numeracy skills by discussing familiar events. They feed language skilfully and reinforce number skills on a regular basis by referring to cooking at home when preparing food in Caffi Tregarth. The setting provides appropriate opportunities to develop children into independent learners and practitioners work skilfully when playing jointly with the children.

Practitioners extend more able children appropriately in order to develop language skills further by playing various board games that involve matching familiar images. The setting's daily routines flow successfully and children know the routine confidently. A robust and purposeful structure ensures that most children are extended consistently across the areas of learning. Practitioners place a strong focus on setting worthwhile challenges in order to extend literacy and numeracy skills. Practitioners identify children's starting points as well as the progress they make during sessions. They are beginning to use this information systematically to identify the next steps in children's learning.

Recommendation 4: Ensure that regular assessments lead directly to the next steps in children’s learning

Strong progress in addressing the recommendation

Since the appointment of the new leader, the setting has established comprehensive arrangements for assessing children’s attainment and achievement. All practitioners that are involved in the process give close attention to recording the development of children’s literacy and numeracy skills clearly against the outcomes of the Foundation Phase. Practitioners are beginning to make good use of assessment outcomes to plan activities that challenge the majority of the children to achieve high standards.

Recently, practitioners have received training on implementing the initial assessment profile. As a result, practitioners’ recognition of children’s attainment is sound. In addition, practitioners record very detailed daily observations about children’s achievement. These observations are used appropriately to create a baseline and to track progress. These arrangements are beginning to lead to planning appropriate activities that extend the knowledge and understanding of many children, especially the more able. The setting organises useful meetings where parents are able to discuss assessment outcomes. This ensures that parents can share any concerns or comments that they might have about their child’s development. The registered person is also present at these meetings and this provides her with a useful overview of children’s standards across the areas of learning.

The setting has received strong support from the local authority and Mudiad Meithrin to help them use assessments to plan purposefully for developing children’s literacy and numeracy skills. Practitioners are aware of individuals’ attainment and they are beginning to group children according to their learning needs in order to plan activities that meet these needs. This is beginning to receive good attention in planning and the impact can already be seen in children’s outcomes.

Practitioners are aware of children’s individual targets and plan appropriately for the next steps in their learning. Although this is a recent development, it is already having a positive impact on many children’s standards of speech, in addition to their ability to work independently.

Recommendation 5: Develop and enhance resources and experiences in the outdoor area

Strong progress in addressing the recommendation

The setting has succeeded in improving provision for the outdoor area significantly. Practitioners make sound use of resources to enhance children’s experiences in the outdoor area. They plan carefully in order to use a wide range of interesting and stimulating resources in continuous outdoor activities and in focus tasks that enrich learning.

The setting has invested in a new fence that ensures that children have safe access to the outdoor area. There is a purpose-built shed for storing exercise equipment and gardening equipment for children to use in planting and maintaining the garden.

There are useful opportunities for children to create marks with chalk and paint and to develop their physical skills through climbing and playing on bikes.

The setting plans valuable activities across the areas of learning in the outdoor area. A good example of this is taking children on a walk to see the effects of ice on leaves and grass. Children also have regular opportunities to visit the local community including using the centre's large hall to conduct physical sessions when the weather does not allow them to go outside. Although the outdoor area is much more accessible, children do not get enough opportunities to make choices about using the area independently.

Recommendation 6: Develop the systems of the management committee, the leader and staff in order to embed the strategic planning and self-evaluation in the daily life of the setting

Very good progress in addressing the recommendation

Since the core inspection, a new leader, chairman and registered person are operating at the setting. Members of the management committee, who are also new, understand their basic responsibilities, and address them effectively. The enthusiastic and energetic leader has a clear vision and shares it successfully with all stakeholders. The committee and practitioners have worked purposefully alongside local authority liaison officers and Mudiad Meithrin to establish and maintain the momentum towards establishing strong and effective leadership.

The leader knows the setting well and reviews the quality of provision regularly and prioritises changes appropriately. She has a sound strategic understanding of the strengths in addition to the areas that need further development. The management committee provides the setting with effective help and support. A formal monitoring programme has been established based on direct observation in addition to scrutinising practitioners' plans and timely meetings. The subsequent reports are evaluative and lead to effective planning for improvement. As a result of regular monitoring visits, the chairman of the management committee and the registered person are also very knowledgeable about children's standards as well as the quality of teaching. They work very closely with the leader and practitioners in order to monitor progress towards fulfilling the recommendations. For example, the significant improvements in literacy and numeracy provision have resulted in very good skills among many of the children.

The roles and responsibilities that are included in the setting's development plan are defined clearly. The current development plan is based firmly on areas that need to be improved, and there is a direct link with the self-evaluation report. The plan includes appropriate consideration of success criteria, actions, deadlines and responsibilities. However, it does not include cost considerations. The leader and practitioners work well together and work hard in order to move the setting forward. All of this is supervised closely and thoroughly by the chairman of the management committee and the registered person.

As a result of the leader's appointment and the support of the management committee and registered person, the setting provides strong and effective strategic

leadership. Everyone now works tirelessly as a unified team. The leadership has a clear focus on planning rich learning experiences and on children's welfare in order to help practitioners develop children into confident and independent learners.

Recommendation 7: Address the issues relating to health and safety

Very good progress in addressing the recommendation

The setting has an effective policy and procedures for safeguarding. Since the core inspection, leaders have worked closely with the local authority to address the health and safety issues that were raised. Appropriate steps have been taken to ensure children's safety and this has eliminated the original concern completely.

Recommendations

In order to maintain this progress and improve on it, the setting should continue to maintain the level of progress it has achieved already, and continue to address inspection recommendations where more progress is needed.