



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

A report on

**Cylch Meithrin yr Enfys
Boys & Girls Club
Lisburn Road
Ystrad Mynach
Caerphilly
CF82 7AS**

Date of inspection: February 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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2017: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 05/04/2017

Context

Cylch Meithrin yr Enfys is a Welsh medium setting, based in the Boys and Girls Club in Ystrad Mynach, in the Caerphilly local authority.

The setting opens for five days a week and employs four practitioners. It is registered for 24 children from two to four years of age. There are currently 25 children on the register, seven of whom are funded by the local authority to receive early education.

Nearly all children are of white British origin and nearly all speak English as their first language. No children are currently identified as having additional learning needs. The leader took up her post in May 2015.

The setting is a member of Mudiad Meithrin and is managed by a volunteer committee. The Care and Social Services Inspectorate Wales (CSSIW) last inspected the setting in May 2014. This is the setting's first inspection by Estyn under new registration.

Summary

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

Current performance

The setting's current performance is good because:

- Most children make good progress from their starting points during their time at the setting
- A majority of children concentrate for appropriate periods and are engaged in their learning effectively
- Many children behave well in the setting
- Practitioners provide an exciting and stimulating range of learning experiences in many areas of learning that engage most children successfully
- All practitioners have a good knowledge of the Foundation Phase and understand the importance of providing good quality first-hand experiences
- Practitioners have a supportive and nurturing relationship with the children
- The setting provides a safe and caring environment and has effective arrangements to support children's health and wellbeing

Prospects for improvement

The setting's prospects for improvement are adequate because:

- The leader is experienced and ensures that all practitioners work effectively as a team to provide many stimulating experiences of good quality for the children
- The setting is beginning to work appropriately with a range of partners to improve provision and to raise standards of attainment and wellbeing
- The setting has enough suitably qualified and experienced practitioners to work with young children and the leader makes good use of practitioners' individual skills and expertise to deliver specific areas of learning

However:

- The management committee does not support the leader in setting a strategic direction or challenge practitioners to improve standards or provision well enough
- The arrangements for self-evaluation have not identified all of the important areas for development
- The development plan lacks success criteria and clear timescales to ensure the effective and timely implementation of required improvements
- Resources are limited due to financial constraints
- Financial procedures are not in place to ensure rigour and accountability in managing the setting's funds

Recommendations

- R1 Improve children's problem solving and thinking skills
- R2 Improve provision for developing children's reading and information and communication technology (ICT) skills
- R3 Establish an effective management committee that supports the leader in setting a strategic direction and challenges practitioners to improve standards and provision
- R4 Improve the processes for self-evaluation and development planning so that they identify and address important areas for improvement.
- R5 Develop community links and partnerships to support children's learning
- R6 Develop robust and effective management systems to monitor and account for the setting's finances

What happens next?

The setting will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most children enter the setting with skills below the level expected for their age. Most make good progress from their starting point during their time at the setting, particularly in the development of their language and numeracy skills.

Most children listen to adults and each other and are beginning to respond appropriately to the comments and observations of others. A majority of children listen to a story and repeat or respond to words and questions in Welsh. They speak clearly, for example when describing the challenge of finding Sioni Rhew in the outdoor area. Many explain and demonstrate emotions when singing familiar songs and refer to these emotions spontaneously during activities. Nearly all children are making good progress in acquiring language skills and have a good understanding of familiar sentences, questions and instructions. Many use the correct terms for counting and describing size and shapes. Nearly all children sing a range of songs confidently to note times of the day such as time to tidy up, circle time or the end of the session.

Many children enjoy looking at books. A minority know the right way to hold a book, talk about the pictures and like to share a story with an adult. A few recognise characters and describe their actions.

A majority of children enjoy mark making and experiment with a wide range of media such as pens, chalk and paint. Many understand the functions of writing, such as writing shopping lists. A few can mimic adult writing by using an 'adult pen'. Many children mark make independently when handling felt pens and using chalk to mix colours when drawing.

Most children use mathematical language purposefully in relevant contexts, such as describing the size of the hoop that they want or when cutting shapes from dough. Most children count to five accurately and a minority count to ten without prompting. For example, they count how many socks are on the washing line and how many are matching pairs. Most apply their numeracy skills unprompted to count money when shopping in the role-play area.

A majority of children develop their physical skills well and use tweezers, tongs and writing equipment with increasing control. Many use the outdoor equipment skilfully to balance, jump, twist through hoops and pedal on tractors.

Most children use a limited range of ICT equipment appropriately, such as mobile phones and electronic scales in the role-play area. A few use a compact disc player independently to change discs or to find a song that they enjoy. A minority of children are beginning to develop their thinking skills, such as working out how to prevent a tall tower from toppling over. However, in general, children do not develop their thinking and problem solving skills well enough.

Wellbeing: Good

Nearly all children settle quickly on arrival at the setting and are keen to begin activities as soon as possible. They make independent choices about what and where they want to learn. A majority of children concentrate for an appropriate period and are engaged in their learning effectively, for example when following a shopping list or when creating a train track. Children discuss topics regularly and are beginning to contribute their ideas to planning appropriately. As a result, many are enthusiastic about their learning, for example, they respond with interest to the recent snowfall and want to find out more about it.

Many children behave well in the setting and follow routines such as tidying up and sitting during snack time. Most co-operate well with each other and many share ICT equipment and take turns when working in the shop. Nearly all children are polite and respectful towards adults. They are motivated and excited when sharing their experiences with others, for example when finding a spider's web in the outdoors.

Nearly all children understand that they need to wash their hands before eating and most are able to do this independently.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Adequate

Practitioners provide a range of exciting and stimulating learning experiences in many areas of learning that engage most children successfully. They have refined planning recently to improve levels of support and challenge for all children. All practitioners contribute to planning following their observations of how children are developing their skills. This ensures that all practitioners know which skills they need children to develop during activities. Practitioners plan effectively to develop a suitable range of literacy and numeracy skills across all areas of learning. However, opportunities to develop children's early reading skills are limited.

Practitioners are beginning to take account of children's interests when planning tasks and themes. They provide interesting opportunities for children to investigate and experiment and to develop independent learning skills. They focus on developing an interest in the world around them through experimenting with a wide range of natural materials such as ice, earth, wood and leaves. The setting provides a wide range of suitable physical challenges and activities and practitioners support individuals with specific targets well, for example in learning to pedal and balance. Practitioners encourage children to develop their creativity skilfully. For example, they model large-scale drawing and praise children's achievements.

Opportunities to promote children's skills in using ICT are less well developed. Many children use a limited range of ICT equipment confidently, for example when weighing their creations in the mud kitchen on electronic scales and when using the listening station to sing songs. A few use a camera appropriately to record their work.

Practitioners make effective use of the Welsh language and most are good language role models. They introduce the language systematically and this has a beneficial effect on developing children's Welsh language skills. The setting provides suitable opportunities for children to learn about their cultural identity through celebrating Saint David's Day and Santes Dwynwen's Day. There is a wide range of opportunities for children to sing a range of Welsh songs and rhymes. Children have exciting opportunities to familiarise themselves with Welsh characters and books.

The setting has used the locality for activities occasionally, but the children do not experience visits outside the setting regularly or learn from visitors to their setting. As a result, children do not get enough opportunities to learn about their community and to extend their understanding of the world that they live in.

Teaching: Good

Practitioners have a supportive and nurturing relationship with the children. They deliver exciting challenges and experiences for all children. All practitioners have a good knowledge of the Foundation Phase and understand the importance of providing good quality first-hand experiences. Many practitioners adapt and change the provision according to the children's needs and interests. For example, they introduce a game to count the snowflakes in the outdoor area. Practitioners work purposefully during the sessions and intervene in children's play effectively. They use effective questioning that focuses on developing children's skills and understanding.

Practitioners carry out general observations from planned activities. They use these effectively to inform planning and to plan focused tasks based on children's individual needs and ability. From these assessments, they plan children's next steps to ensure progression through the Foundation Phase curriculum. Assessment outcomes feed into each child's profile so that practitioners track children's progress appropriately during their time at the setting.

Practitioners provide parents with useful daily feedback about their child's progress and the activities they have undertaken. Annual reports give parents beneficial information about their child's progress. Practitioners share outcomes of assessments during meetings to inform parents of their child's progress.

Care, support and guidance: Good

The setting provides a safe and caring environment and has effective arrangements to support children's health and wellbeing. Practitioners promote eating healthy food and encourage children to try new fruits and to drink milk. The setting provides appropriate opportunities for children to exercise and they use the sports hall and large kitchen area to provide enough space for children to be physically active. Practitioners treat the children with respect and listen to their views and opinions. When appropriate, the practitioners record these and include them in their planning.

The setting makes good provision for children's spiritual, moral, social, and cultural development. For example, children demonstrate a sense of wonder and show care and respect for living things when they discover a spider in their outdoor shed.

Practitioners sit with the children during snack time to develop their social skills when discussing their activities and interests. They encourage children to wait and take turns and to say please and thank you for their snack.

The setting provides valuable opportunities for children to develop an awareness of other customs and beliefs, for example through celebrating Diwali and Chinese New Year. These celebrations are woven into learning areas, for example through preparing a Chinese meal in the role-play area. There are useful opportunities for children to take responsibility for tidying up their environment and to reuse paper, cardboard and containers.

The setting currently has no children with additional learning needs. All practitioners understand the procedures to support children and know how to access the network of appropriate outside agencies, should the need arise. Practitioners give children good emotional support. All staff apply specific training and take account of parental instructions to support individuals with specific needs effectively.

The setting's arrangements for safeguarding meet requirements and give no cause for concern.

Learning environment: Adequate

The setting has a positive and inclusive ethos that it promotes well through its activities and the supportive attitude of practitioners. The staff are welcoming and approachable and they ensure that all children feel valued. All children have equal access to all areas of learning both inside and outside the building.

The setting is based in a local hall and shares community areas such as the sports hall and eating areas. The building is secure and maintained adequately. Practitioners make effective use of these extended spaces to provide large areas for children to develop their physical skills. Practitioners have worked effectively with the advisory teacher to create clearly defined areas of learning. These include a stimulating role-play area that incorporates literacy and numeracy effectively. Equipment is easily accessible for the children and this helps them to become confident learners. However, overall, there are not enough resources of good quality. The setting has very limited resources in some curriculum areas; in particular, there is a lack of good quality books and ICT equipment.

The setting is an inclusive community that places an appropriate emphasis on recognising, respecting and celebrating diversity. The children have regular opportunities to experience activities that celebrate the life of their friends from around the world.

Displays to promote and celebrate children's work are suitable but they do not include independent creative work.

Key Question 3: How good are leadership and management?
--

Adequate

Leadership: Adequate

The leader is experienced and ensures that all practitioners work effectively as a team to provide stimulating experiences of a good quality for the children. She has created a positive ethos within the setting that has a focus on developing inquisitive learners who are beginning to communicate through the medium of Welsh.

The leader communicates effectively with all practitioners to agree a vision for the setting. This shared vision focuses suitably on improving provision and the quality of teaching. The leader encourages staff to evaluate the effectiveness of teaching and planned activities and values their feedback. However, there is not enough focus on improving children's standards, particularly in reading and ICT.

The leader has developed suitable arrangements to evaluate the performance of practitioners. These annual appraisals lead to agreed targets and the identification of future training needs appropriately.

Over time, the setting has lacked the support of an effective management committee. The newly formed committee is beginning to understand its role and responsibilities, but this is at an early stage of development. As a result, it does not support the leader in setting a strategic direction or challenge practitioners to improve standards and provision well enough.

Improving quality: Adequate

Self-evaluation is at an early stage of development. The leader has introduced a range of procedures to evaluate the settings' performance and to identify areas for improvement. Practitioners meet weekly to recognise and address day-to-day issues. They collaborate to evaluate the setting's performance, which focuses on provision and the setting's procedures. They are gaining confidence in identifying improvements in provision. Practitioners have identified the setting's strengths. However, they have not identified all of the important areas for development and do not focus well enough on the standards that the children achieve in all areas of learning. The management committee are not involved in the self-evaluation process. As a result, they do not allocate funds strategically to support improvements. Although the setting listens to the views of parents informally, there are no formal processes to consult with them.

The development plan prioritises actions from self-evaluation appropriately. It is a useful document, which practitioners use to track improvements. However, it lacks success criteria and clear timescales to ensure the effective and timely implementation of required improvements.

Partnership working: Adequate

The setting is beginning to work appropriately with a range of partners to improve provision and to raise standards of attainment and wellbeing. Since the setting has re-registered as an education provider, it has benefited from the support of an

advisory teacher. This has begun to help the leader to make improvements to provision that have had a positive impact on the standards that the children achieve, particularly in numeracy and literacy. It has also meant that the setting is able to access a range of training to support its delivery of the Foundation Phase.

The setting works well with the school that is located next door. This supports pupils' smooth transition into school and the setting provides a good foundation of Welsh language skills so that the children are ready to learn in their new environment.

The setting has an appropriate partnership with parents and carers who value the informal contact with the staff. Practitioners greet all children when they arrive and are available to discuss any matters with parents. Parents receive useful information before their child starts at the setting and practitioners show them examples of their child's work regularly so that they can see the progress that they are making. However, parents do not receive information or suggestions about what they can do to help their child at home.

The setting has used areas in the community, for example to collect leaves for craft activities, but they have not benefited from developing community links to support children's learning.

There are effective relationships with other agencies including health, social services and welfare groups. These contribute well to promoting pupils' wellbeing.

Resource management: Unsatisfactory

The setting has enough suitably qualified and experienced practitioners to work with young children. The leader makes good use of practitioners' individual skills and expertise to deliver specific areas of learning. Job descriptions are specific to individuals and the leader ensures that practitioners understand their responsibilities. As a result, processes for improving standards are beginning to develop appropriately.

The setting is making the best use of the resources that they have to support teaching and learning, but resources are limited due to financial constraints. Overall, the majority of resources are of adequate quality. A minority of areas lack suitable resources, such as in the outdoors, reading corner and provision for ICT. Recently, the financial support of external partners has begun to improve resources.

The development plan and the appraisal process identify the need for specific training. However, financial challenges hinder the setting's ability to support practitioners in attending all relevant courses.

The management committee's role is not established and, as a result, leaders do not have suitable funding to improve the quality of provision effectively enough. Financial procedures are not in place to ensure rigour and accountability in managing the setting's funds. The new treasurer is working to remedy this.

In view of the shortcomings in identifying important areas for improvement, providing adequate resources and the lack of rigour in monitoring its finances, the setting provides unsatisfactory value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

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

Appendix 2

The reporting inspector

Vanessa Bowen	Reporting Inspector
---------------	---------------------

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.