



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Cylch Meithrin Llangyndeyrn  
Ysgol Y Fro  
Carmarthenshire  
SA7 5BN**

**Date of inspection: 24, 25 May 2011**

**by**

**Branwen Llewelyn Jones**

**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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## Context

Cylch Meithrin Llangyndeyrn is located in Ysgol Y Fro, Llangyndeyrn. It opened in 2008 and meets for five mornings a week during term time between 9.00 and 12.00.

The room is of an adequate size and has good resources including the outside area. It shares some of the school's resources such as Information Technology equipment and the hall. To ensure the safety of children a special code is required to open the external door and access the corridor which leads to the toilets, cloakroom and the room itself. Outside there is a hard play area which is fenced to ensure safety. Access to this is gained through a gate which is closed at all times. There is also a playhouse and a grassed area with mature trees where children have ample opportunities to explore and play.

The children attending the setting come from Llangyndeyrn and the surrounding area. Parents chose the location so that their children can receive their education through the medium of Welsh; they then transfer to Ysgol y Fro. Approximately 50% of children come from Welsh speaking homes. The area is recognised as one which is neither advantaged nor disadvantaged. The setting is registered with Mudiad Ysgolion Meithrin.

Currently there are no children who have been identified with additional learning needs (ALN). The setting is open to children of different ethnic origins and the practitioners speak English. The children transfer to school at the beginning of the term following their third birthday. Four children are funded at present. The setting was last inspected in December 2010 by Care and Social Services Inspectorate Wales (CSSIW).

The setting is registered under the Children Act 1989. There is a governing body and two practitioners are employed both of whom have appropriate qualifications in early years education.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the provider is good for the following reasons:

- the inclusive and happy ethos which has at its centre the child;

- children are actively involved in their learning and they achieve well;
- the teaching is consistently good;
- every child has a high level of independence and self confidence;
- provision is based on knowledge and understanding of child development;
- assessment through observation is used effectively to plan the next steps, and
- planning is flexible and responds to the needs and interests of the children.

### **Prospects for improvement**

The prospects for improvement are good for the following reasons:

- there is a developing culture of professional reflection which is based on self-evaluation;
- leadership is good;
- practitioners understand well how young children learn;
- staff are committed to continuing professional development, and
- there is effective team work.

## **Recommendations**

In order to maintain and improve the current provision and children's achievements:

- R1 the leader must receive further training in Child Protection, and
- R2 practitioners must continue to undertake repeated continuing professional training.

### **What happens next?**

The setting will produce an action plan to identify how it will implement these recommendations.

## Main findings

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

There is no report on children's progress, standards in the development of their skills, the Welsh language or wellbeing because there are too few children of three years of age to report on without identifying individual children.

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

**Good**

#### Learning experiences: Good

Planning begins when practitioners discuss and evaluate the provision and outcomes of the previous week. They discuss the achievements and needs of individual children and evaluate the observations of children which they have made and use the information gained well to inform the next cycle of provision. Planning responds well to the interests and needs of the children and a wide range of interesting learning experiences is planned all of which enable children to make good progress towards the outcomes of the Foundation Phase. Planning focuses well on skills and the stage of development of children. The flexibility of the planning is a good feature and adults were seen to adapt this to meet the needs and interests of children and unforeseen events, for example, going out for a picnic while the rain stops. Adults build well on children's knowledge, understanding, skills and interests in a way which is meaningful to them. These features ensure that planning is good.

Practitioners provide good opportunities for children to develop as enthusiastic learners who are confident and independent and to develop good creative, physical, linguistic and mathematical skills. They encourage the development of good creative skills by giving children many opportunities for role play where children learn significant things such as how to use something to represent something else; they do this when they use leaves as bedding. This develops their thinking skills very well. They receive very good experiences to develop their creative skills, in particular by making observational drawings and playing percussion instruments. Practitioners develop their technology skills well when they give the children opportunities to examine and use Bee bots. Children have good opportunities to develop their knowledge and understanding of the world while exploring their immediate environment through activities such as planting and growing flowers and vegetables and by re-cycling with a good understanding of the reasons for doing this.

By engaging in their learning experiences and cooperating within their close learning community, children have opportunities to develop strong relationships with others and to show respect and tolerance towards all including those from other cultural backgrounds.

The children receive a good model of the Welsh language and are encouraged by the practitioners to extend their language by developing their interest through rhymes, songs and stories which include interesting language and a wide vocabulary. They celebrate the Welsh culture in a range of ways including joining St David's Day celebrations in both the school and the community.

### **Teaching: Good**

Practitioners possess a good knowledge of child development and current developments in the field and this gives a good foundation and clear direction to provision. They understand the requirements of the Foundation Phase and have high expectations of each child according to his/her stage of development. They manage behaviour in a sensitive and positive way and as a consequence, children learn lifelong dispositions including the importance of showing respect, sensitivity and kindness towards others.

Practitioners make good use of open-ended questioning to extend children's learning and the flexibility of the teaching meets the individual needs of the children well. The flexibility of the organisation provides good opportunities for children to make decisions and choices about their learning and develops well their independence and self-confidence. This flexibility of organisation contributes well to children's good level of thinking and problem-solving skills.

Practitioners give children sufficient time to become engrossed in their learning experiences, for example, children were seen to enjoy gazing at the leaves swaying in the breeze and at the sheep in the field nearby for extended periods. They do not intervene unless there is an opportunity to extend children's learning. Teaching is not over directed and as a result, each child makes good progress according to his/her stage of development.

Practitioners know and understand the children very well. They assess by observing the children at their learning experiences, identifying significant things and discussing their findings. The information gathered informs the next round of planning; the impact of this information is seen in the good provision. Continuous records are kept of the achievements of children and they contain useful and thorough information which gives a clear picture of each child's progress. Practitioners record children's progress regularly in all areas of learning and use this information to meet the needs and interests of children well. Parents receive a comprehensive report about their children when they leave to go to school.

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

Practitioners have created a family atmosphere in the setting where children feel very comfortable and happy. Each child is valued and respect is shown for their ideas and interests.

They develop well the children's awareness of the importance of eating healthily and of keeping fit. Children's curiosity about their lives and beliefs and those of others is

well developed, for example, by visiting a nearby community where the residents lead an ecological life. Some children at the nursery and the school come from this community and every child benefits greatly from seeing a different way of life and from the commendable values of the community. They learn at first hand about how people live without many of the things they themselves use every day. Children learn well about the beliefs of others by celebrating the Chinese New Year and Diwali and through stories. They say a prayer before snack and before going home. All develop an exceptional sense of awe and wonder about the world around them, particularly through the extended opportunities they receive to gaze at the beautiful scenery around them and to listen to the sounds of the natural world.

The practitioners nurture very well the morals and values they believe are necessary to the holistic development of the responsible child. The children learn about the importance of fairness, honesty and truth and they know well the difference between right and wrong in the context of their young lives. The provision enables children to socialise well, to take responsibility, to show initiative and to develop a very good understanding of life and sharing in their small community. They have regular opportunities to make decisions and enjoy every experience offered to them.

The relationships between the nursery, the school and outside agencies are good. The children benefit much from the productive relationship between the advisory teacher of the local authority's Foundation Phase team and representatives of Mudiad Ysgolion Meithrin. The close relationship between the nursery and the school ensures the particularly successful transfer of the children when they begin in the nursery.

The relationship between parents and the setting is very good. A selection of parents said they were very satisfied with all aspects of the setting's provision. They spoke in particular about their satisfaction with the excellent level of independence of their children and consider that the practitioners know their children well. They feel that their children are very well looked after and that they can go to the leader to discuss any matter. Practitioners have received training in child protection and know well the procedures to follow. As the new leader was appointed fairly recently, further training is required. All the necessary procedures for Child Protection are in place and they reflect the requirements of the All Wales Child Protection Procedures 2008.

There are no children with additional learning needs at present and every child has access to all areas of learning and all the rich learning experiences provided.

### **Learning environment: Good**

There is a warm and positive ethos in the nursery. Adults show great affection and kindness towards the children and every child is valued. Practitioners know the needs and interests of the children well and respond to them by using their good knowledge of their backgrounds. All children have equal access to all aspects of the curriculum. As a result of the affection and respect for the child and the values and standards displayed by the staff, children develop tolerance, positive attitudes towards their learning and good behaviour.



The nursery has very positive policies and procedures to deal with any problems of aggressive behaviour, to promote equal opportunities and the rights of the child and they are known to everyone. These are monitored and implemented effectively. The nursery is registered by the CSSIW and has already responded to the very few minor recommendations made in the last report. Risk assessments are conducted regularly.

The ratio of adults to children is good, staff are well qualified and possess much experience. They address the requirements of the framework of the Foundation Phase well and the children receive challenging and enjoyable experiences which respond well to their interests. The room is adequate in size for the number of children on the register at present. They have enough room to play, to browse through books, to enjoy painting and drawing, to play with blocks and they enjoy extended opportunities to enjoy a wide range of learning experiences outdoors. All children show concern and kindness towards their peers, adults and visitors.

Children receive ample time to engage fully with things which interest them including extensive experiences outdoors which promote their creative, physical, mathematical and problem-solving skills and which develop well their ability to concentrate and persevere. The nursery uses its environment and the community well and the children benefit from their visits to the community hall where the people of Llangyndeyrn go to celebrate community events such as 'Cawl a Chên.' They enjoy also visits further afield to the Gwili Railway, the woodland community at Blaen-y-Wern and a dinosaur park and these enrich their learning well. The close relationship with the school extends and enriches their learning experiences.

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

The child and his/her unique needs and interests are at the centre of provision and leaders succeed in creating a positive and very happy ethos.

The leader gives clear and strong direction to all aspects of the life of the nursery and the process of improvement. She and her deputy work together very well and share principles and objectives which are based on a good understanding of child development. These are seen to be implemented in the active and interesting learning experiences which the children receive and the system of organisation which allows children to make decisions and choices about their learning, to develop self - confidence and independence and to make good progress.

Both fulfil their responsibilities effectively and demonstrate a strong commitment to their role in the interests of the children. Both contribute to the strategic planning of nursery. The leader and her deputy share the values they wish to promote by personal example and through discussion. They have high expectations of both themselves and of the children together with targets which will ensure good provision and high standards of achievement. Progress towards achieving them is monitored regularly.

The setting's development and improvement plan, which is based on the results of self-evaluation, gives clear direction to the life and work of the nursery.

The management committee has a good knowledge of everything that happens at the setting and is very supportive of it. Its members understand their roles and they fulfil them conscientiously. They are knowledgeable about the performance of the setting and there are regular informal discussions between the Registered Person and the leader. The committee makes thorough use of information to make effective decisions and it fulfils its legal duties.

The leader meets national and local priorities as required by the Assembly and the Local Authority.

### **Improving quality: Good**

The setting makes good use of its self-evaluation to identify strengths and areas for improvement. The self-evaluation report identifies areas in need of improvement which will ensure positive benefits for all children. The leader and her deputy consult with parents, carers and children to inform self-evaluation. They use the information gained from questionnaires to parents to gather views and to identify areas for development.

They work very effectively with the Foundation Phase advisory teacher for the local authority as their critical friend using the self-evaluation information to produce a development plan and they also implement effectively the recommendations made by the CSSIW.

Following the process of self-evaluation, a setting improvement plan is produced which demonstrates a good understanding of its performance and which focuses on raising standards by improving provision and setting targets for this purpose. Planning for improvement is good.

An effective system of appraisal is in place and practitioners have opportunities to reflect on their performance and identify areas they wish to develop through training in order to improve the provision. Although she was appointed only six months ago the leader has already received much training and both practitioners attend in-service training courses regularly. The positive impact of this is seen on the teaching and the welfare of the children as practitioners implement what they learn.

### **Partnership working: Good**

The leader works very effectively with the local authority advisory teacher for the Foundation Phase who monitors provision at the nursery regularly. She also works well with the officer from Mudiad Ysgolion Meithrin who is very supportive of the setting. These partnerships are very successful and the setting benefits greatly from them.

The staff work very closely with stakeholders and are very willing to consult with and to receive suggestions from parents and guardians.

The partnership between the nursery and the school is very fruitful. The children go to the school to use certain resources, for example, the interactive whiteboard and to share with it special celebrations such as St David's Day. The setting benefits greatly from this partnership.

**Resource management:**

Practitioners are well deployed in order to make the most effective use of their strengths and to ensure the best provision possible. They make creative use of resources both indoors and outdoors in order to provide exciting experiences for children and to broaden their horizons. They measure the effect of resources on the learning and teaching and practitioners plan in order to ensure a good supply of resources for the future. The outdoors is used very well to develop the children's skills in all areas of learning.

The leader makes the best use of the setting's resources and of the budget in order to offer the best provision. The setting provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Ten questionnaires were completed. They were all positive and every parent / guardian was satisfied or very satisfied with all aspects of provision for their children in the setting.

#### Responses to discussions with children

Every child is comfortable talking with a visitor and they say they are very happy in the nursery. They talk about their friends and they say that they know what to do if they are unhappy or upset about something.

## Appendix 2

Branwen Llewelyn 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.uk](http://www.estyn.gov.uk))

If available, the data report can be found on our website alongside this report.