



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 Bancffosfelen
Ysgol Gynradd Bancffosfelen
Bancffosfelen
Pontyberem
Carmarthenshire
SA15 5DR**

Dates of inspection: 9, 10 July 2012

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:

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.uk

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

© Queen's Printer and Controller of HMSO 2012: 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 copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Publication date: 6/08/2012

About the setting

Cylch Meithrin Bancffosfelen is run in accordance with the recognised guidelines of Mudiad Meithrin. The setting is registered under the Children Act 1989.

It was established in 1977 at its present site on Bancffosfelen Primary School. It is sited in a classroom within the school in the village of Bancffosfelen near Pontyberem, Carmarthenshire. One of the doors opens onto a hard surfaced external area and a large field and the school allows the setting to make use of this area.

The nursery provides care for children from the local community for five mornings a week from Monday to Friday between 9.00 a.m. and 12.00 p.m. during school terms. Children of two years upwards attend and they leave after their third birthday when they begin in their statutory education in the school. At present eight children are registered of whom one is funded.

The area is recognised as one which is neither advantaged nor disadvantaged. This is a Welsh medium setting but children of different linguistic backgrounds also attend and children from ethnic minorities are welcome. There were no children from different ethnic groups at the time of the inspection.

Three children come from homes where one parent speaks Welsh and the remainder come from English speaking homes. At present there is no child who has been identified as having additional learning needs. The children who are not from Welsh-speaking homes develop their knowledge and understanding of Welsh through their experiences in the nursery and the Welsh which is spoken by the practitioners.

Three members of staff are employed including the leader who attends every session. One practitioner attends three sessions a week and the other two. The leader is very experienced and has an NVQ level 3 qualification in Child care and Education. One of the part time practitioners has the same qualification and all have received training for the Foundation Phase. The setting is managed by a management committee.

The last inspection by Care and Social Services Inspectorate Wales was conducted in March 2010 and the nursery was last inspected by Estyn in March 2006.

Summary

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

Current performance

The provider's current performance is good for the following reasons:

- children feel happy and safe in the setting;
- children make good progress in all areas of learning from their starting point;
- the teaching is of a consistently good standard, and
- practitioners assess through observation and make effective use of the information gained to plan the next steps

Prospects for improvement

The provider's prospects for improvement are good for the following reasons:

- there is a developing culture of professional reflection which is based on self-evaluation;
- the good standard of leadership, and
- the setting's commitment to continuous professional development.

Recommendations

In order to maintain and improve provision and achievements practitioners should:

R1 extend their use of open ended questioning in order to develop further children's thinking skills;

R3 use the outdoor area consistently in order to develop further children's skills in all the areas of learning, and

R2 continue to develop the process of self-evaluation, prioritise and monitor regularly the targets which have been set.

What happens next?

The setting will produce an action plan which sets out how these recommendations will be met.

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 them individually.

Key Question 2: How good is provision?

Good

Learning experiences: Good

The process of planning practitioners begins after practitioners have evaluated the week's provision and results. They discuss the achievements, progress and needs of each individual child in addition to general matters. Observations which have been made are considered and practitioners use all this information to plan the next cycle of provision. The planning matches well the needs and interests of the children and a wide range of exciting and practical experiences is planned which enables the children to make good progress towards meeting the outcomes of the Foundation Phase. The planning is flexible and practitioners were seen to adapt it in order to meet children's interests. Adults build well on the knowledge, understanding, skills and interests of the children in activities which are meaningful to them.

Almost every child develops into an enthusiastic, confident and independent learner and all develop good thinking, creative, physical, linguistic and mathematical skills in all areas of learning. Practitioners develop children's knowledge of sustainable development through growing and tending strawberries and sorting materials to be re-cycled.

Children develop strong relationships with others and they demonstrate respect and tolerance towards everyone including people from different cultural backgrounds.

Children are encouraged by practitioners to speak Welsh at all times and to develop their language through listening to stories and a wide range of rhymes and songs. They celebrate the Welsh culture in many ways including Saint David's Day celebrations and through visiting places in the village and further afield which are related to the theme, for example, the Botanical gardens of Wales.

Teaching: Good

Practitioners have a good knowledge of child development and current developments in the field. They understand well the requirements of the Foundation Phase and have high expectations of each child according to his/ her stage of development. Behaviour is managed positively in a sensitive manner and as a result, children learn lifelong dispositions including the importance of showing respect and kindness towards others.

Practitioners generally make effective use of open-ended questions in order to extend the children's learning and these sometimes extend their thinking skills. The flexibility of the teaching meets well the children's individual needs. The flexible organisation ensures good opportunities for the children to make their own decisions about their learning and develops well their independence and self-confidence. Practitioners give children sufficient time to become engrossed in their learning experiences, for example, exploring their environment, and practitioners intervene only when there is an opportunity to extend their learning.

Practitioners know and understand the children well. They assess through observing the children while they engage in their experiences noting significant things and discussing their observations. The information gathered is fed into the next stage of planning; this is a good feature. They track children's progress regularly and keep a termly record of their achievements in all areas of learning. Parents and the school receive a full and informative report about their children when they leave to attend school.

Care, support and guidance: Good

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

Practitioners develop well the children's awareness of the importance of healthy eating and keeping fit. Children's curiosity about their lives and beliefs and those of others is developed well, for example, through celebrating Diwali and the Chinese New Year. They celebrate the main Christian festivals and say a prayer before going home. Practitioners develop well in the children a sense of awe and wonder about the world around them particularly through the regular opportunities they have to explore their natural environment.

Practitioners nurture 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 the children to socialise well, to take responsibility, to display initiative and to develop a good understanding of living and sharing within their small community. They have regular opportunities to make decisions and they enjoy their learning.

The relationship between the setting, the school and outside agencies is good. The close relationship with the school ensures a particularly successful transfer to the nursery class for the children.

A selection of parents said they were very satisfied with every aspect of the setting's provision, especially the social development of their children and they feel that their children receive good care.

The setting has an appropriate Child Protection policy. The staff are aware of its contents and the steps to be followed and all have received training in child protection. All the necessary procedures for Child Protection are in place and they reflect the requirements of the All Wales Child Protection Procedures 2008.

There were no children with additional learning needs present during the inspection.

Learning Environment: Good

There is a warm and positive ethos in the setting and adults show affection and kindness towards each child. Practitioners know the needs and interests of the children very well and they respond to them with sensitivity using their thorough knowledge of the children's backgrounds. Each child has equal access to every aspect of the curriculum. As a result of the respect for the child and the values and standards displayed by the staff, the children develop tolerance, positive attitudes towards their learning and good behaviour.

The setting has positive policies and procedures for dealing with any problems of aggressive behaviour and to promote equal opportunities and the rights of the child. These are known to all and are monitored and implemented effectively. The nursery is registered by the Care and Social Services Inspectorate Wales and there were no recommendations in its last report. Risk assessments are conducted regularly and every practitioner has received training in first aid.

The ratio of adults to children is good and each practitioner has appropriate qualifications. Practitioners address the requirements of the Foundation Phase well and the children receive interesting experiences which respond well to their specific needs. The large room provides sufficient space for the children to

become engrossed in all their experiences. All children show concern and kindness towards their peers, adults and visitors.

Practitioners sometimes use the outside area regularly in order to stimulate children's learning but they do not use it sufficiently to promote children's skills in all the areas of learning. When the setting uses the immediate environment and the community these enrich children's learning experiences.

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

Leadership: Good

The leader gives clear direction to the life of the nursery and the process of improvement. She and the practitioners work together well and share clear 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.

All practitioners fulfill their responsibilities effectively and demonstrate a strong commitment to their role in the interests of the children. The leader and practitioners contribute to the strategic planning of nursery. The leader shares the values she wishes to promote by personal example and through discussion. She has high expectations of the staff and of the children together with targets which ensure good provision and high standards of achievement. Progress towards achieving them is monitored regularly.

The child and his/her needs and unique interests is at the centre of everything and the leader creates a positive and happy ethos.

The setting improvement plan is derived from the results of the setting's self-evaluation process and gives clear direction to the life and work of the setting.

The management committee is well informed about everything that happens in the setting. Its members understand and fulfil their roles well. They are well informed about the performance of the setting which they discuss in their termly meetings. The registered person attends the setting regularly and the setting benefits greatly from her support. The committee makes good use of thorough information to make effective decisions and it fulfills its legal responsibilities.

The leader meets national and local priorities in accordance with the requirements of the Welsh Government and the local authority.

Improving quality: Adequate

The setting has begun to use self-evaluation to identify strengths and areas for improvement. The self-evaluation report is adequate and leads to some sound strategies for improvement which ensure positive outcomes for each child. The leader consults with parents and care-givers in order to inform the self-evaluation. They use the information collected from parents' questionnaires to gather opinions and to identify areas for improvement.

The setting makes very effective use of the support of the local authority's advisory teacher and the Mudiad Meithrin officer and implements successfully their recommendations.

Following the process of self-evaluation a setting improvement plan is produced which indicates an adequate awareness of the setting's performance and focuses on raising standards by improving provision and setting clear targets. All practitioners contribute to this.

Every practitioner has an annual appraisal interview with a member of the management committee in order to identify their continuing professional development needs. They attend training courses regularly and the positive impact of this is seen in the teaching and children's welfare as practitioners implement what they have learned.

Partnership working: Good

The setting works well with others in order to provide learning experiences. The leader works closely and very effectively with the local authority's Foundation Phase advisory teacher in order to improve provision and to raise standards.

Practitioners work closely with parents and care givers, and are very willing to consult with them and to implement their suggestions.

The partnership with the school is good. Practitioners work closely with the school's nursery teacher; this partnership has a positive effect on standards and children's wellbeing. The school and setting share expertise and resources and the setting benefits greatly from this.

Managing resources: Good

Practitioners are well deployed in order to make the most effective use of of their expertise and to ensure good provision. They use resources indoors well in order to provide interesting learning experiences for the children and to broaden their horizons. They measure the effect of resources on learning and teaching and plan well for future resource needs. Practitioners use the outdoors well to develop children's skills in some areas of learning.

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

Appendix 1

Responses to the parents' questionnaire

There is no commentary on the parent questionnaires due to the small number of responses received.

Response to discussions with children

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

Appendix 2

The inspection team / reporting inspector – delete as appropriate

Branwen Llewelyn Jones	Reporting Inspector
------------------------	---------------------

Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.uk)

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

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 partnership's 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</p>

A report on Cylch Meithrin Bancffosfelen
July 2012

	early years services and experiences through the medium of Welsh.
National Childminding Association (NCMA)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National (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.