



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 Camau Tirion
Camau Tirion Nursery
Heol Goffa
Llanelli
SA15 3EJ**

Date of inspection: October 15,16 2012

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 Camau Tirion is located in Camau Tirion private day nursery in a building which has been adapted for purpose. It is situated in Heol Goffa on the outskirts of Llanelli. It was opened in May 2010. The setting is registered as a private nursery under the Children Act 1989 and the proprietor is also the manager.

The nursery provides care for children from the local community and surrounding areas for five days a week for fifty one weeks a year. The cylch meithrin is held for four afternoons a week from Monday to Thursday between 1.00 p.m. and 3.30 during school terms. It follows Mudiad Meithrin guidelines. The setting is registered to care for thirty six children from the age of three months to three years. It provides also care for children of four years to twelve in the form of after school and holiday clubs for fifty-one weeks a year. At the time of the inspection four children of three years of age received funding. The area is recognised as one which is neither advantaged nor disadvantaged.

The building is adequate in size for purpose. It consists of five rooms for different activities and good resources including a well equipped kitchen and toilets which are appropriate for young children. In order to ensure children's safety, entry is gained to the building by means of a special code. There is also an outdoor area with a hard surface, play equipment and a small garden which is used by the setting during every session.

The nursery is divided into two main groups namely children up to two years of age and those over this age. It is a bi-lingual setting and children from both Welsh and English speaking homes attend. During the inspection seven children came from Welsh-speaking backgrounds and twenty nine from English-speaking homes. Of the children of three years of age, two come from Welsh speaking homes and two from English speaking homes. Children from different ethnic backgrounds are welcomed by the setting and there were two present during the inspection. At the time of the inspection there were no children of three years of age identified as having additional learning needs.

The setting feeds the following schools: Ysgol Gymraeg Dewi Sant; Ffwrnes; Penygaer; Swiss Valley; Stebonheath; Bryn Teg; Pentip and Halfway primary schools. The setting has close links with the schools it feeds.

Five full time and ten part time practitioners are employed in addition to the leader. All work with the children. The leader and two practitioners have qualified teacher status. All practitioners have appropriate qualifications in the education of young children. All have received training for the Foundation Phase, child protection and safety and first aid. The last inspection by the Care and Social Services Inspectorate Wales was conducted on 23 August 2012. This is the setting's first inspection by Estyn.

Summary

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

Current performance

The setting's current performance is good because:

- children make good progress from their starting point;
- they feel safe and happy in the setting;
- they enjoy interesting experiences which match well their interests;
- the standard of teaching is consistently good;
- assessment through observation is used effectively to plan the next steps, and
- practitioners work well as a team.

Prospects for improvement

The setting's prospects for improvement are good because:

- there is a culture of professional reflection which is founded in self-evaluation;
- the standard of leadership is good;
- the setting is committed to continuing professional development, and
- practitioners' knowledge of child development which informs provision.

Recommendations

In order to maintain and improve provision and children's achievements practitioners should:

R1 continue to develop children's Welsh language skills and

R2 make the self-evaluation report more concise and analytical to identify clearly strengths and areas for development.

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?

Not applicable

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

Children enjoy learning experiences of a good quality which are well planned. The process of planning begins after practitioners have discussed and evaluated the previous week's provision and outcomes. They discuss the achievements, progress and needs of each 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 interesting and active learning 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.

All children develop into enthusiastic, confident and independent learners 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 planting and growing vegetables, collecting water in a barrel to water them, using left-over food to feed the birds and sorting materials for recycling.

Children develop positive 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 St Dwynwen's day and St David's day celebrations. They also visit places in the community and further afield which are related to the theme, for example, Park Howard, the Llanelli coastline and Pontarddulais Garden Centre. These experiences enrich very well their learning.

Teaching: Good

The standard of teaching is consistently 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 make effective use of open-ended questions in order to extend the children's learning and develop 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 plenty of time to become engrossed in their learning experiences and 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. They track children's progress regularly and keep a termly record of their achievements in all areas of learning in individual files. Parents receive a full and informative report about their children together with their file when they leave to attend school. The school also receives a copy of the report.

Care, support and guidance: Good

Practitioners have created an inclusive family atmosphere in the setting where children feel safe 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 by giving them healthy food and through following the dance programme 'Busy Feet'. Children's curiosity about their lives and beliefs 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. Their knowledge of the cultures and beliefs of others is developed through stories and persona dolls. Practitioners develop well in the children a sense of awe and wonder about the world around them through the opportunities they have to explore outdoors and in the locality when they go for a walk in the park and along the sea shore.

Staff 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 in the setting. 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.

There are good relationships between the setting and outside agencies. The close relationships with the schools they feed ensure a successful start for the children when they begin school. A selection of parents said they were very satisfied with every aspect of the setting's provision, particularly their progress in the Welsh language, and they feel that their children receive very good care.

The setting has an appropriate Child Protection policy and the staff are aware of its contents. The necessary procedures are well established and meet fully safeguarding regulations. These are implemented appropriately and ensure the safety of children at all times. There were no children with additional learning needs at the time of the inspection.

Learning environment: Good

There is a warm family 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 affection and respect for the child and the values and standards displayed by the staff, all children develop tolerance, positive attitudes towards their learning and good behaviour. All children show concern and kindness towards their peers, adults and visitors.

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 two rooms inside together with the outdoor area provide sufficient space for the children to enjoy their learning experiences. Practitioners use the outside area well in order to provide children with stimulating experiences which promote their skills across each area of learning. The setting's use of its immediate environment and the community enriches well children's learning experiences.

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

The children and their needs and interests are at the centre of everything and the leader and her deputy create a positive and happy ethos to support this.

The leader gives clear and strong direction to all aspects of the life of the setting and the process of improvement. She has a strong vision and this is evident in the aims

and objectives which are set together with the provision. She and her deputy work together well and share principles and objectives which are based on a very 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. All contribute to the strategic planning of the setting. They share the values they wish to promote by personal example and through discussion. The leader 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 setting improvement plan is derived from the results of the setting's self-evaluation process and gives positive direction to the life and work of the setting.

The leader is well informed about everything that happens in the setting and she fulfills her role well. Both she and her deputy are well informed about the performance of the setting and regular meetings are held to discuss the setting's performance. The leader is the registered person. She and her deputy make good use of thorough information to make effective decisions and fulfill their legal responsibilities. The leader meets national and local priorities in accordance with the requirements of the Assembly and the local authority.

Improving quality: Good

The setting makes effective use of its self-evaluation to identify strengths and areas for improvement. The self-evaluation report is thorough and leads to sound strategies for improvement which ensure positive outcomes for each child. Leaders consult with parents, care-givers, the children and the officers of Flying Start 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 good 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 a good 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 the leader 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 very closely and effectively with the local authority's Foundation Phase advisory teacher in order to improve provision and wellbeing and to raise standards. She works well also with Flying Start, Genesis, Twf and Menter Cwm Gwendraeth to share professional knowledge and the positive effect of these partnerships is seen in the provision. The partnerships with the schools to which children transfer have a positive effect on them when they start school. Practitioners work closely with parents and are very willing to consult with them and to implement their suggestions.

Resource management: Good

Practitioners are well deployed in order to make the most effective use of their expertise and to ensure good provision. They use resources indoors and outdoors creatively in order to provide interesting 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 all areas of learning. Leaders 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
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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)

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	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
Early Years Development and Childcare Partnership (EYDCP)	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.
Foundation Phase	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.
Foundation Phase child development assessment profile (CDAP)	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
Local authority advisory teacher	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
Mudiad Meithrin	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.

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.