



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 Cei Newydd
Y Caban
Cae Arthur
Cei Newydd
Ceredigion**

Date of inspection: 27-28 March 2012

by

Dorothy Morris

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 Cei Newydd was established in the early eighties and moved into a purpose built cabin located on the local football club field in 2007. The majority of the children that attend the setting live in the village and the surrounding area. The area is described as neither advantaged nor economically and socially disadvantaged.

The setting caters for children between two and four years of age for five sessions a week during the school term. It is open between 9:00 and 12:00 in the morning. During the inspection there were seven three year olds on the register. Nearly all of the children come from homes where English is the main language spoken. At present, there are no children from ethnic minority backgrounds or children with additional learning needs.

Four practitioners are employed. Three are experienced and hold relevant qualifications in the education and care of young children. The setting was last inspected by the Care and Social Services Inspectorate Wales in November 2011 and by Estyn in November 2005.

Summary

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

Current performance

The setting's current performance is good because:

- the children make consistent progress in their learning;
- the children take an active part in their learning;
- the children are offered a wide range of interesting activities;
- the children receive good quality care; and
- a warm and welcoming environment is provided.

Prospects for improvement

The setting has good prospects for improvement because of:

- the lead practitioner's secure leadership;
- the committed staff;
- the good teamwork;
- the commitment to developing the provision further; and
- the effective support of the management committee and the parents.

Recommendations

In order to develop further, the setting needs to:

- R1 strengthen children's Welsh communication skills;
- R2 structure activities further to extend the older children's skills;
- R3 amend curriculum planning to ensure continuity and balance across the areas of learning; and
- R4 develop the practitioners' knowledge of self-evaluation processes.

What happens next?

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

The children make consistent progress in their learning from their starting points.

The majority of children make increasing use of their thinking, communication, number and information and communications technology skills in their work. Most children's listening and concentration skills are good. They all understand greetings and instructions and respond accurately. Most understand the stories read to them and the practitioners' presentations but very few respond in Welsh and responses are brief. They know a good number of songs and rhymes and sing them correctly. A few children recognise the sounds of some of the main letters of the alphabet and with support can match pictures and words reasonably accurately. Most children enjoy looking at books and the majority can recognise their names in print. They use mark making tools purposefully in a range of media, with a few children writing their names independently.

The majority of children make appropriate use of their number skills in daily activities. Nearly all count correctly to ten and the majority recognise number values to five. They know the names of basic shapes and understand that money is needed to buy goods in the shop. They can create and follow a pattern correctly. The majority understand the meaning of 'big' and 'small', and can order objects according to size.

The majority of children's basic information and communication technology skills develop appropriately. They make suitable use of instructions to move objects on

the screen, to plan a route for programmable toys and to use a camera to take pictures.

Children's personal and social skills develop well. Most children make effective use of their thinking and decision making skills when undertaking physical and creative tasks. They demonstrate good use of fine motor skills when making collages and when using tools to cut and glue.

Wellbeing: Good

All children settle well into the setting. They are happy and feel safe in the company of adults and are ready to ask for support and help. The majority of children demonstrate positive attitudes to learning and are keen to undertake new experiences. They work conscientiously on their tasks, play co-operatively and behave well.

Most children have a developing awareness of the importance of physical exercise and healthy eating. They enjoy participating in physical activities in the outside play area.

The children's social awareness and skills develop effectively through day to day activities and through experiences such as participating in visits and welcoming visitors to the setting. The majority of children use the opportunities provided during the session to make their own decisions confidently.

Key Question 2: How good is provision?

Good

Learning experiences: Good

Practitioners provide a range of experiences which consistently engage the children's interest. The activities are based on themes which are appropriate for the children's age range. Appropriate planning frameworks are used and are based on the Foundation Phase curriculum. Nevertheless, the planning does not always ensure sufficient continuity and balance in the learning across the areas of learning.

There are relevant opportunities for children to use their communication, number and information communication and technology skills in different activities. Effective opportunities are offered for children to develop their personal and social skills enabling them to form good relationships with other children and adults and to develop as independent learners.

There is constant encouragement for children to use their Welsh communication skills in their learning and play. The practitioners communicate consistently with the children and introduce new vocabulary linked to the current theme through practical activities, rhymes and songs, and purposeful games. The children's awareness of the traditions and celebrations of Wales is developed effectively through activities which include celebrating St. David's day and Santes Dwynwen's day. They also have relevant opportunities to learn about the wider world including other people and

cultures. They celebrate the Chinese New Year by participating in a range of art and musical activities.

The opportunities to grow and care for plants, observe the growth of tadpoles and participate in recycling activities promote children's awareness of the importance of caring for the environment and all living things.

Teaching: Good

The practitioners have a developing knowledge of the Foundation Phase curriculum. They make suitable use of a range of teaching approaches and appropriate resources to support the learning. The practitioners work well as a team and offer children consistent support. They participate enthusiastically in the activities and manage behaviour effectively. Session activities run smoothly and there is appropriate use of practitioners to lead specific groups. Nevertheless, activities are not always structured sufficiently to extend the older children.

The practitioners know the children well and use appropriate processes to assess and record their progress. They observe children's responses consistently during activities and an achievement record is carefully compiled across the six areas of learning. The practice of compiling examples of children's work in individual files provides useful information on their progress. Parents are kept informed about their children's development through informal discussion at the beginning and end of sessions and through an appropriate written report. A recent positive initiative enables parents to make an appointment to speak to practitioners further about their child's development.

Care, support and guidance: Good

There are effective arrangements to support children's health and wellbeing. Good attention is given to promoting their understanding of the importance of washing hands, using tools safely and behaving responsibly. Healthy snacks are provided. The induction arrangements ensure that children settle well into the setting. The practitioners are caring and supportive of all the children.

There are suitable arrangements for supporting children with additional learning needs when required, and there are clear lines of communication with key agencies. The setting has an appropriate policy and has procedures for safeguarding. The leader is the main person with responsibility for this aspect and staff have attended appropriate training. Risk assessments are undertaken regularly.

Effective learning experiences promote children's personal development well including their spiritual, moral, social and cultural development. Values, such as fairness and kindness, and an understanding of what is right and wrong, are fostered effectively through day-to-day activities. The children's awareness of the need to help those less fortunate than themselves is developed appropriately through raising money for good causes.

Learning environment: Good

The setting is an inclusive community where children receive equal access to the curriculum and to all the activities provided. Practitioners consider and value children's different backgrounds and respond appropriately. They succeed in creating a warm and welcoming environment for all children.

The setting has an appropriate number of experienced practitioners. The accommodation is of good quality and offers suitable facilities which are used fully. The outdoor play area provides suitable opportunities for children to investigate and play. The displays of children's work contribute to creating an attractive environment. There are sufficient resources which are used effectively to support the learning and teaching. There is appropriate use of visits to local places of interest, such as the beach and the lifeboat station, to extend the children's experiences.

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

The setting is led effectively by a conscientious leader. The practitioners understand their roles and work well as a team. They offer children a purposeful and organised environment. Suitable policies are implemented.

The management committee offers the practitioners consistent support and assistance. Members take an interest in the setting and work hard to raise additional funding. The committee meets regularly and there is a close working relationship between the setting leader and the registered person. Appropriate procedures are in place to appraise the work of the practitioners and to identify aspects for further professional development.

The practitioners give suitable attention to national and local priorities including implementing the Foundation Phase curriculum, healthy eating initiatives and promoting children's Welsh language skills.

Improving quality: Good

The practitioners have a good understanding of the setting's main strengths, and of some aspects that require improvement. They hold regular discussions and are open to new ideas to improve provision further. The practitioners' knowledge of self-evaluation processes continues to develop.

The setting is monitored by the local authority link teacher. Areas for development are agreed and relevant strategies implemented. Aspects of provision are discussed regularly with the Mudiad Ysgolion Meithrin support officer. As part of the role, the registered person undertakes an annual review of the provision. Questionnaires are distributed annually to parents to seek their views and they are invited to complete a

questionnaire prior to their children's transfer to their primary schools. Appropriate account is taken of the observations made.

The self evaluation report offers a balanced view of the setting. The improvement plan arising from this identifies appropriate areas for the further development of the setting.

The practitioners attend suitable courses on aspects of the education and care of young children and make effective use of the training received. The setting leader's links with primary school staff are beneficial when discussing the Foundation Phase curriculum. There are some opportunities for practitioners to discuss and share ideas with other settings and practitioners during training days.

Partnership working: Good

There is a good range of partnerships that contribute to children's development and support the development of the setting generally. There is a close partnership with parents/carers and this was confirmed in the conversations with them during the inspection. Practitioners are regularly available at the beginning and end of each session. Relevant information is provided to parents through the information pack and newsletters.

The close partnership with the registered person, the management committee, the local authority link teacher and Mudiad Ysgolion Meithrin officer leads to improvements in the setting's work.

There is suitable use of community links and of places of interest locally to support children's learning. The links with the school promote a smooth transition for children to the next stage of their education.

Resource management: Good

The setting is appropriately staffed. Practitioners make good use of their time and experience when working with children in a range of activities. There is a good supply of resources. They are accessible to the children and this encourages their independence as learners. The practitioners also create effective resources and materials to match the theme being studied.

The setting leader and management committee have a thorough understanding of the budget and prioritise spending according to the setting's needs. There is regular use of fundraising events to supplement resources. The setting offers good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

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

Responses to discussions with the children

The children are happy in the setting and join in the activities enthusiastically.

Appendix 2

Dorothy Morris	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)

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 2013.
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 child minders 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.

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