



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 Cerrigydrudion
Ffordd Yr Alwen
Cerrigydrudion
Corwen
Conwy
LL21 9SW**

Date of inspection: June 2014

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

The Cylch Meithrin Cerrigydrudion is based in the village community centre. Cerrigydrudion is a small rural village situated on the A5 about equidistant between Betws y Coed and Corwen in North Wales.

This is a Welsh medium setting established some 40 years ago and takes children from the village and surrounding area. It is open two mornings of the week (Monday and Friday) from 9.30 a.m. to 11.30 a.m. and on two afternoons (Tuesday and Thursday) from 12.50 p.m. to 3.20 p.m. during school term time. It provides for children from the age of two and a half years old. Currently there are 23 children on roll.

During the inspection there were 16 children present on Thursday afternoon. Eight are three year olds of whom four are funded. The other eight children were four years old and had attended the adjacent primary school in the morning.

On the Friday morning of the inspection there were 14 children present, 11 three year olds (of whom 4 are funded) and three younger children.

The setting is registered to accommodate a maximum of 16 children at any one time. Most children come from homes where Welsh is the predominant language spoken. There are three full time staff; the two staff with overall responsibility for the setting are suitably qualified and they are helped by an assistant.

The setting was previously inspected by the Care & Social Services Inspectorate Wales (CSSIW) in 2013 and by Estyn in 2008.

Summary

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

Current performance

The current performance of the setting is good because:

- most children make good progress in their learning and achieve well;
- all children behave well and have good attitudes to learning;
- children's standards of wellbeing are high;
- practitioners provide a worthwhile range of experiences and activities for the children;
- the standards of care, support and guidance for the children are good;
- practitioners focus well on encouraging children to eat healthily and to take physical exercise regularly;
- relationships between adults and children are good.

Prospects for improvement

The prospects for improvement of the setting are good because:

- the leader provides a clear focus on providing the best provision for children;
- procedures for self-evaluation are well established and effective;
- the setting has clear priorities for improvement that are well focused on improving the provision;
- the setting responds positively to advice.

Recommendations

R1. improve assessment procedures so as to identify children's skill development.

R2. plan appropriate activities that are well matched to children's needs.

R3. where possible, improve the learning environment.

What happens next?

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most children make good progress and achieve well particularly in their Welsh language development. They have a positive attitude to learning and they are well motivated and interested in activities set out for them.

Many children sit and listen well, for example during story time, although a few are easily distracted and lose interest. Most children have well-developed language and talk confidently to each other and to adults.

Many children enjoy looking at books, particularly with an adult and a few children can re-tell parts of a story accurately. Many children use mark making tools independently including pencils, chalk and felt tip pens which they use confidently. They know some of the purposes of writing, such as taking messages from telephone calls. The majority of children hold pens and pencils correctly.

Most children recite numbers to 10 accurately and count correctly, such as counting the number of children present at registration. A few children are beginning to use mathematical language, such as “big and small”, “under and above”.

Children use their number skills when controlling a programmable toy to direct it to a particular square. Most children have good fine motor skill, such as when handling the computer mouse. All children paint creatively using a range of colours; they engage purposefully in physical exercise and many have good gross motor skills.

All children make good progress in developing their Welsh language skills, particularly children from English speaking backgrounds. Nearly all children understand basic Welsh words and the language is accepted as the medium of communication.

Wellbeing: Good

All children are happy to be at the setting and settle quickly to daily routines. They behave well, show good attitudes and are eager to respond to adults.

All children enjoy a wide range of activities and concentrate and persevere with tasks for substantial periods of time.

During snack time all children find their names on place mats although a few needed prompting. Most sit and wait quietly to be served. All are aware of the need for good hygiene by washing their hands before eating.

Many children make sensible choices about what they would like to do. These children use equipment sensibly and help to clear away resources when prompted by the staff.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

The quality of planning is good overall. Practitioners plan together to provide a broad range of interesting experiences that successfully motivate all children to learn. Activities are planned effectively around themes that are selected from previous experience to interest the children. Planning is well focused on enabling children to access all areas of learning in the Foundation Phase. The planning incorporates good opportunities for children to develop and practice their literacy, numeracy and information and communication technology (ICT) skills.

Practitioners ensure that children are actively involved in their learning essentially through play and this successfully provides good opportunities for children to develop their confidence and independence.

Planning makes effective provision to develop children's knowledge and understanding of Welsh culture and traditions.

Good use is made of visits to the locality, including the local park, to enrich children's understanding of the world around them. Visits to the veterinary clinic enabled children to learn about the care and attention that animals require in order to develop.

Teaching: Good

Practitioners use a good range of strategies to encourage children to learn and to persevere on tasks. Activities provide stimulating learning experiences for children but there is over emphasis on adult-led activities. Children have some opportunities to make choices about their learning which promotes independent learning but these are sometimes limited. Tasks and activities are not consistently well matched to children's ability. In such instances a minority of children lose interest such as when listening to a story

Relationships between adults and children and between the children themselves are consistently good. Children know that they are well supported and know how to seek help when required.

The setting records children's assessment in individual booklets and these records show activities undertaken by the children. These are made available to parents/carers at the end of the year. Parents value these records. However, the

setting's records of children's achievement do not focus sufficiently on their progress in the acquisition of skills. Neither is assessment used effectively to plan future activities that are well matched to individual children's needs so as to consolidate and extend children's learning.

Parents report that they are kept appropriately informed about their children's progress by relevant feedback on a daily basis.

Care, support and guidance: Good

The provision for ensuring children's health and wellbeing, including their spiritual, moral, social and cultural development is good.

This is a happy setting where children are made to feel welcome. Adults successfully create a caring and supportive learning environment. The setting provides good opportunities for children to be healthy through, for example outdoor exercise, serving fresh fruit at snack time and teaching children the importance of washing their hands.

Day-to-day activities successfully encourage children to distinguish between right and wrong as well as the importance, for example of truth, fairness and honesty. Adults are good role models in that they show tolerance, respect and help each other. Children are increasingly encouraged to take responsibility and to behave well.

Children appreciate the importance of recycling; they recycle waste paper and discarded fruit peelings for composting.

There are no children identified as having additional learning needs. Practitioners are vigilant in identifying children needing extra help and arrangements are in place, if required, to support such children.

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

Learning environment: Good

The setting is successful in creating a friendly ethos that is totally inclusive. All children are happy in each other's company and feel valued as individuals. Most are anxious to help adults and there is an appropriate emphasis on celebrating diversity, such as celebrating the Chinese New Year. All children have equal access to the curriculum.

The teaching room is used by other organisations and requires equipment and resources to be set out for each session. In general, the activity areas are rather limited and uninspiring, for example the reading area is not conducive to attracting

children to select and look at books. Similarly the outside provision is very limited and is not immediately accessible for the children. This limits the choices available to the children and their capacity to choose activities.

The teaching room is well maintained and being within the building it is a safe environment. The door is kept locked but children have to be accompanied to the toilets. Good use is made of colourful displays of children's work to enrich learning.

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

The leader manages the setting well. The setting has clear aims that focus strongly on providing the best possible provision for all children. These aims are effectively shared with the other practitioners.

All staff have appropriate job descriptions and well understood roles and responsibilities. The setting displays a strong sense of purpose and practitioners display a sense of enjoyment of performing to the best of their ability. Staff work together well as a team and successfully support each other to meet the setting's aims.

A good and well-established appraisal system is in place and the staff attend professional learning courses on a regular basis. Appraisal targets are well linked to the setting's targets for improvement.

Appropriate policies and procedures are in place to support the day-to-day running of the setting and practitioners implement these consistently.

The management committee is well informed about the setting's progress. It meets on a regular basis to discuss the setting's provision and future plans. All spending is discussed and matched to priorities for improvement.

The setting meets national and local priorities appropriately, such as implementing the Foundation Phase curriculum and encouraging healthy eating.

Improving quality: Good

Self-evaluation is a regular and effective part of the life of the setting. Practitioners are self-critical and regularly evaluate the quality of the setting's provision. This is based on firsthand evidence including feedback from parents and local authority support staff.

Overall, the leader has a clear understanding of the setting's strengths and shortcomings. Evidence from such evaluations is used effectively to create the

annual action plan that prioritises successfully the next phase in development. Development planning includes dates, responsible persons, targets and monitoring and evaluation procedures. Plans are reviewed annually. This is good practice and has a positive impact on children's progress.

Partnership working: Good

Worthwhile partnerships are successful in improving outcomes for children. The setting takes active steps to involve all parents in its work. Parents are kept well informed of the work of the setting and of their children's progress and achievement. Many parents assist with fundraising and parents provide officers for the management committee.

The setting makes good and effective use of support from the local authority, including attending professional training courses and benefiting substantially from the advice and support provided by the advisory teacher. Overall, this has made a worthwhile and significant impact on the quality of provision and on children's achievement.

Close links exist with the primary school that is on the same site. Children know the reception teacher who visits the setting and the children also visit the school. Some four year old children return to the setting for the afternoon sessions on Tuesday and Thursday. Such arrangements help children settle quickly when they move on to the next phase of their education.

Resource management: Good

The setting has sufficient and appropriately trained staff who are effectively deployed to deliver the Foundation Phase curriculum. Practitioners share ideas and work well as a team. There are, in general, adequate resources to support the teaching although some activity areas are limited as attractive areas for children's learning.

The setting has appropriate and effective mechanisms for keeping spending under review and to ensure that spending is well matched to priorities identified in the development plan.

In view of the positive outcomes for children, in terms of their progress and achievement and their wellbeing, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

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

Appendix 2

The reporting inspector

Mr Eifion R Morgan	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	<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.