



*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 Glantwymyn  
Canolfan Glantwymyn  
Glantwymyn  
Machynlleth  
Powys  
SY20 8LX**

**Date of inspection: October 2014**

**by**

**Mr Eifion R Morgan  
Reporting Inspector**

**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 Glantwymyn is based in the village community hall. Glantwymyn is a small village some 6 miles inland from Machynlleth in mid Wales.

The Cylch opened in 1973 and is registered by the Care & Social Services Inspectorate Wales (CSSIW) to accommodate a maximum of 16 children. Children attend from age 2 years and move on to the next stage of their education in the school term following their fourth birthday. Currently 9 three years olds attend and all are funded. There are also 6 children aged 2-3 years.

This is a rural community and children attending the Cylch come from a number of surrounding villages. Welsh is the first language of the majority of the children with a minority from predominantly English speaking homes. At the time of the inspection no child was identified with additional learning needs or a statement of special educational needs.

There are 2 members of staff who are suitably qualified and are experienced in working with young children. The leader has been in post since 2002.

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

## Summary

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

### Current performance

The setting's performance is good because:

- all children make good progress at the setting, particularly in developing their literacy skills;
- most children's Welsh language skills are excellent;
- behaviour is very good and children have excellent attitudes to learning;
- of the good quality of learning experiences;
- teaching is good and questioning is used effectively to support and extend children's learning;
- of the very good quality of relationships between the staff and children;
- of the effective arrangements in place to encourage children to be healthy;
- the setting is a caring, supportive community where children are well cared for and supported.

### Prospects for improvement

The setting's prospects for improvement are good because:

- the leader has a clear vision for the setting based on ensuring the best possible provision for the children;
- the staff are committed to improve the quality of provision wherever possible;
- recent initiatives such as developing the outdoors, have significantly improved the learning environment;
- there is a good track record of implementing change;
- the advice and guidance provided by the local authority advisory teacher and the Mudiad has been highly effective;
- of the support provided by the Management Committee.

## Recommendations

R1. make greater use of assessment results in planning the curriculum so as to provide activities well matched to children's needs and to challenge them.

R2. give greater emphasis in the development planning to evaluate the impact of change on children's standard of achievement and progress.

### **What happens next?**

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

## Main findings

<b>Key Question 1: How good are outcomes?</b>
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<b>Good</b>
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### Standards: Good

All children make good progress during their time in the setting, particularly in the development of language. These children recall previous learning well, such as being able to recall previous stories and the characters in them. By the time that children are ready to move to the primary school their literacy and numeracy skills are above expectations for their age.

Most children listen well to stories and respond appropriately. All children enjoy singing Welsh songs and nursery rhymes, particularly action songs which they perform enthusiastically. Most children converse confidently with each other and several are prepared to talk to a visitor. Children enjoy looking at books. They handle them correctly turning pages logically and follow the story.

Most children handle writing instruments, such as felt tip pens confidently and many understand that writing has a purpose. A few children recognise their names.

All children are confident in counting accurately to at least 10. Most children have a developing mathematical vocabulary, such as when describing shapes. Many children recognise and name two-dimensional shapes such as squares and triangles and recognise and name some three-dimensional shapes. All children can match patterns and many recognise number in written form.

Children are familiar with digital equipment and programmable toys. With some adult support many children can control a programmable toy correctly. Children use a digital camera confidently and use the computer mouse to select different icons on the screen. Children's thinking and problem solving skills are developing well.

Children's creative skills are also developing well. They mix paints to create their images and follow the beat in a musical song.

Most children have excellent Welsh language skills. These children use Welsh naturally and they converse fluently with each other during play. During snack time, during role play and spontaneously children show a wide vocabulary and a thorough understanding of the Welsh language. The minority of children from English speaking backgrounds understand more than they can speak and their competence in the Welsh language is developing well.

## **Wellbeing: Good**

All children enjoy coming to the setting and all eager to participate in activities. They know the setting's routines and what is expected of them. Children, without prompting, select activities and proceed to work and play independently or in small groups. In several instances children selected books illustrating stories they had heard and followed the story in pictures. They sustained their concentration for extended periods of time.

All children are motivated and fully engaged in their learning, particularly in adult directed activities such as making individual pizza for their snack time.

Most children show very good attitudes to learning and persevere for extended periods of time. At appropriate times children willingly help to tidy-up handling resources carefully.

All children behave very well, they are considerate of each other, they take turns and are willing to share.

Snack times are valuable social occasions where children take an active role. They take turns at setting out the tables, serve each other and converse quietly. Overall, children are developing very good social skills.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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## **Learning experiences: Good**

Practitioners provide worthwhile and beneficial learning experiences for the children. Planning is detailed and the provision broad and balanced across the six areas of learning. The setting adopts a thematic approach and the skills of communication and numeracy are highlighted in the planning.

Children learn to recognise their name and have regular opportunities to sing and to listen to stories. Counting is an integral part of many activities and children use the computer regularly. Children's different abilities are noted in the evaluation of children's work but valuable opportunities are not always best used so as to provide work well matched to children's age and ability and to provide activities that challenge them.

Children have ample opportunities to make choices and there is a good balance between adult-directed and child-selected learning. There is an appropriate focus on learning through play and sufficient opportunities for children to be independent.

Provision for developing children's Welsh language skills is excellent. Practitioners, through informal conversations and questioning, successfully develop and extend

children's language skills. All children are immersed in the language and children from English speaking homes, though reluctant to speak the language, have a reasonable understanding. Children have opportunities to learn about the culture and traditions of Wales such as celebrating St. David's day. They learn about other cultures and traditions when talking about the Chinese new year, American Independence day and Divali.

The setting use visitors well to enrich children's understanding of their community.

### **Teaching: Good**

All practitioners have high expectations of children and these are very largely realised in practice. Relationships are very good based on mutual respect and affection. Staff know the children very well and respond positively to their needs. Practitioners provide well directed support for all children and this helps them achieve well and make consistent progress. Teaching sessions proceed at a lively pace and practitioners have a good understanding of when to intervene in children's activities. Children are given adequate time to work independently but never left without support if required.

Practitioners are very good language models and this is highly effective in developing children's language skills.

The setting has developed individual child profiles which contain annotated examples of children's work. These provide a clear picture of each child's progress and achievement. Practitioners regularly assess children and identify their strengths and weaknesses. This is good practice but the results are insufficiently used in planning the next stage in children's learning so as to match activities to children's age and ability and sufficiently challenge them.

Parents are kept informed about their children's progress but a more regular report would enable them to be more involved in supporting their child's learning.

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

The setting's arrangements for children's care, support and guidance impacts successfully on standards achieved and children's wellbeing.

Learning experiences are highly effective in promoting children's spiritual, moral, social and cultural development. Children learn to be curious about the world in which they live and to appreciate people who help them. Day-to-day activities encourage moral values, such as honesty and fair play and to distinguish between right and wrong. They show good social skills, such as during snack time when they help each other. The celebration of Welsh festivals and festivals in other parts of the world extend their understanding of different people.



Effective arrangements are in place to encourage children to eat healthily and to maintain a high level of cleanliness, such as washing their hands before food and cooking.

Children's understanding of sustainability is developed through recycling and composting of uneaten food.

The setting has appropriate arrangements in place to promote and to safeguard children's wellbeing. The recently renovated teaching room is approached by a locked external door. No one can enter or leave unannounced. The adjacent play area is a safe environment for the children. The setting's provision for safeguarding children meets requirements and gives no cause for concern.

Appropriate systems are in place to identify and support children with additional learning needs. None of the current children have been identified as having such needs.

### **Learning environment: Good**

The setting provides an ethos that is fully inclusive and is a caring and supportive community. Children are well respected and treated fairly and they in turn recognise, respect and celebrate diversity through celebrations of festivals.

The setting has qualified and experienced staff who understand the philosophy of the Foundation Phase. There is an ample supply of good quality resources that are accessible to the children. The recently renovated room is an attractive learning environment well organised and providing the children with access to the six areas of learning. The outside is adjacent the main room and allows children free access when the weather allows.

Displays, including displays of children's work, enhance the learning environment and overall the space is well used. The accommodation is well maintained.

Local persons, such as the district nurse and paramedic staff enable children to learn about people who work in the community to help them.

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

The setting is well led and managed. The leader has high expectations of herself and assistants. She is committed to providing the best possible provision and experiences for the children. Practitioners work well together and during part of the inspection were helped by a student on placement.

The setting displays a strong sense of purpose and staff make good use of initiatives presented at Local Authority training courses. Visits to other settings are also beneficial. Staff are eager to take advantage of opportunities for continuous professional development and keen to implement change.

**Improving quality: Good**

Practitioners work together very well, sharing ideas, plan the work together and seek ways to improve the provision. A great deal has been accomplished over the last two years including the complete renovation of the teaching area, developing the outside play area and incorporating teaching resources, such as the listening area and computer facilities. These additional facilities have a beneficial effect on children's standards and wellbeing.

The setting seeks the view of all interested parties, including the children, parents, management committee and external agencies to evaluate its strengths and areas for improvement.

The setting presents the proposed developments systematically and formally and incorporating all aspects of the setting's work. Costs and personnel involved are included. However, there is insufficient emphasis on evaluating the impact of changes made on children's standards of achievement and wellbeing.

**Partnership working: Good**

The partnership arrangements make a significant and worthwhile contribution to children's learning.

Parents are very supportive of the setting and value the care and concern shown by practitioners. Children are valued and respected as individuals and are shown every consideration by adults. Practitioners are themselves pleased with the progress children are making and this is conveyed to the children who respond positively. Parents are kept informed of their children's progress and are encouraged to play an active part in their child's learning.

There are very worthwhile links with the local primary school and this facilities children's transfer. Children visit the reception class regularly in the half term before their transfer for an hour every session. The children also visit performances, such as the Christmas concerts at the school and also use some of their facilities.

The management committee is very active in support of the setting. The committee is very well informed about the setting, including standards and wellbeing of the children.

The setting benefits substantially from the support of the local authority advisory teacher and the support officer from the Mudiad.

Community partnerships such as visits by paramedic staff, ambulance staff and district nurse provide valuable experiences for the children to develop their understanding of people who help them in the community.

**Resource management: Good**

There are sufficient experienced and qualified staff and the setting is well resourced to support children's learning. Practitioners work well together and support each other. Their individual expertise is well used when planning the curriculum so that individual skills are best employed.

Both practitioners have accessed suitable training needs that support their professional development.

Practitioners make good use of their training, advice from Local authority advisory teacher and the Mudiad support officer to improve the teaching and learning experiences for the children. Visits to other settings also prove beneficial.

Spending is carefully monitored and the setting has benefited substantially from monies raised by the effort of the management committee.

In view of the high standards achieved by the children, the setting is judged to provide good value for money.

## **Appendix 1**

### **Stakeholder satisfaction report**

#### **Responses to parent questionnaires**

The number of responses received were 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](http://www.estyn.gov.uk))

## Glossary of terms

<b>Areas of Learning</b>	<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"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<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>
<b>Foundation Phase</b>	<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>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
<b>Mudiad Meithrin</b>	<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>

<b>Professional Association for Childcare and Early Years (PACEY)</b>	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
<b>National Day Nurseries Association (NDNA)</b>	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
<b>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education.