



*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 Y Parc  
Capel Salem  
Market Street  
Canton  
Cardiff  
CF5 1QE**

**Date of inspection: November 2012**

**by**

**Mr Eifion R Morgan**

**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 y Parc is a Welsh medium setting established in 1984 meeting in the vestry of Capel Salem in Canton. This is an area of Cardiff where a large number of Welsh speaking families live. The setting is overseen by a committee of parents. The setting is open for 10 sessions (morning and afternoon) a week and is registered by the Care & Social Services Inspectorate Wales (CSSIW) to accommodate a maximum of 18 children in any one session. At the time of the inspection there were 46 children on the register; 19 children for the morning session (9 a.m. – 11.45 a.m) and the remainder for the afternoon session (12.40 – 15.10 p.m.)

Children attend from aged 2½ years and leave for the next stage of their education in the term following their 4<sup>th</sup> birthday. Currently 17 children are funded.

The setting welcomes children whatever their background and the majority of children come from the immediate locality. A minority of them are from Welsh speaking homes, about half from homes where one parent is Welsh speaking and the remainder are from English speaking homes. Children come from a range of socio-economic backgrounds and the setting reports that none are from a socio-economic disadvantaged background. Currently there are no children from minority ethnic backgrounds.

The Cylch provides for children with additional learning needs although none of the current cohort has been identified as having such needs.

The accommodation comprises an entrance hall leading into a large room where most activities take place. The hallway which is secured to the extent that no one can enter or leave unannounced, is spacious and provides for the display of useful information for parents. An appropriately furnished kitchen and children's toilets open from the hallway.

The large room is suitably differentiated into activity areas and there are two smaller rooms which are used for other activities, such as story time and snacks. Outside there is a small but well resourced area established in memory of a previous child who died some two years ago. The rooms are used by the community when the setting is not in session with the result that resources have to be set out and cleared away on a daily basis.

The setting is adjacent to a busy road. There are ample parking facilities for the staff, whilst parents bring their children to the setting have to park in the road.

Staff are well qualified and experienced. The leader has been in post for 6 years and is helped by two assistants who are fluent Welsh speakers and a fourth adult who is a Welsh learner. All have attended relevant professional training courses.

Children moving onto the next stage of their education transfer to Welsh medium primary schools in the area. The setting is a member of the Mudiad Ysgolion Meithrin and was awarded the status of "Cylch Rhagorol" in 2012.

The setting was inspected by the CSSIW in December 2011. There were no recommendations. An Estyn inspection took place in 2006 and the recommendations have been addressed.

## Summary

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

### Current performance

#### Good features.

- The ethos of the setting which ensures childrens' health and wellbeing.
- The provision for overseeing children's care, support and guidance.
- Contributions of the staff working together as a team.
- Parental support and their trust in the staff.
- Children's standards of achievement and progress especially in the Welsh language.
- Interesting activities provided for the children.

#### Adequate features

- The use of assessment to highlight the next steps in children's learning.
- Planning to meet the needs of children of different abilities.

### Prospects for improvement

#### Good features

- The team spirit evident in the setting focused on providing the best possible provision for the children.
- Track record of improving the provision.
- The best use made of the facilities available.
- The openness of the setting to new ideas.
- Support provided by the Mudiad Ysgolion Meithrin and the Local Authority.

## **Recommendations**

The setting needs to:

- (i) develop its assessment procedures so as to identify individual children's skills and to pinpoint the next steps in their learning.
- (ii) use the results of assessment in planning so that tasks are well matched to children's ability and prior achievement.

### **What happens next?**

'The setting will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the setting's progress.'

## Main findings

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

All children achieve good standards and make realistic progress across all areas of learning. Children enjoy their work and most are busily engaged on their tasks. The curriculum provides them with a wide range of choices and provides them with good opportunities to make decisions as to what they will do. Their developing confidence enables them to work independently for sustained periods of time.

Virtually all children have good communication skills and are well able to express their thoughts using a wide and developing vocabulary. Children, in the main, use the language of the home but where this is English children show a good understanding of Welsh and respond positively to adult's questions and instructions.

Children have particularly good listening skills and listen attentively to one another for sustained periods of time, such as during circle time. All children carry out instructions willingly.

All children enjoy stories although their ability to listen for sustained periods of time is variable. Some children show an interest in books and experiment with mark-making.

All children are beginning to count and many recognise single figures. They are beginning to recognise patterns and shapes.

All children are familiar with digital equipment, including for example, mobile phones. Examination of their work shows their use of computers is developing well.

All children have a basic understanding of Welsh words, phrases and instructions as spoken by practitioners. Their competence in the language is improving rapidly. All children respond appropriately to phrases spoken by a familiar voice and show an understanding of more words than they can speak.

Children enjoy Welsh action songs and rhymes and join in enthusiastically. They experiment with mark-making in their books and using chalk on chalk boards outside. They understand some of the functions of writing, such as making lists.

### **Wellbeing: Good**

All children enjoy attending the setting and are developing a very good attitude to their learning. Virtually all children show interest in their work and sustain their concentration on tasks for lengthy periods of time.

Children's behaviour is particularly good – they listen attentively, follow instructions and relate well to each other and to adults. A good and notable behaviour trait seen during the inspection was the considerate behaviour of several of these young children.

All children are developing an awareness of healthy living in line with their age and recognise the importance of washing their hands before eating. Children's behaviour and attitude illustrate very well that they feel safe and free of any form of physical or verbal abuse.

Children are having good opportunities to make decisions and show the ability to work together.

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

The wide range of activities planned for the children successfully engages them and sustains their interest. The curriculum encourages children to progress towards the Foundation Phase outcomes and to acquire appropriate skills.

Learning activities encourage children to become independent learners. They are respected as individuals and this helps them to form relationships, to become confident to have the confidence to select different activities and know when to seek help.

The curriculum is broad and balanced and motivates the children, however, tasks and experiences are not always sufficiently matched to children's ability and prior attainment. In such instances the work is insufficiently differentiated so as to cater for children's educational needs and to challenge them.

The curriculum helps children develop an understanding of other cultures and an understanding of the world around them. Visits to the locality are beneficial to this extent.

Children in their independent work show that they are acquiring appropriate thinking skills and practitioners are vigilant in encouraging the children's thinking processes.

Children are immersed in the Welsh language and are encouraged to use the language as much as possible. A strong feature of the setting is the emphasis on developing children's knowledge and understanding of the traditions and celebrations of the culture of Wales.

Children are learning about recycling and sustainability through growing and caring for seeds and seedlings.

### **Teaching: Adequate**

Practitioners have a good understanding of the Foundation Phase and knowledge through experience of child development. A good feature of the setting is the staff's high expectation of the children and this is realised in practice. However, insufficient attention is given to provide well differentiated work to cater for the differing abilities and to challenge children.



Planning is collaborative and staff know their roles. They know when to intervene in play activities and when to let children work independently. There is a good balance between child-selected and adult-directed activities both indoors and outdoors. Children behave well and interact well with adults.

Staff are good language models and are vigilant in developing the Welsh language.

Children are assessed regularly; key workers use brief notes to denote children's activities and these are incorporated in children's record files. These files are a good record of what children have done and are made available to parents when children leave the setting. This provides parents with a record of their child's work. Whilst such records are informative, they are insufficiently focused on individual children's achievements in terms of the skills they have acquired. Neither does it enable the next steps in children's learning to be identified. The outcomes of assessment are subsequently not sufficiently used in planning future activities so that they meet children's needs, neither are parents made aware of their children's progress in skill development.

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

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

Day-to-day activities foster good values such as honesty, fairness and respect for each other. Children know and distinguish between right and wrong and act accordingly. The curriculum, and in particular visits to the locality, enables children to learn and understand about people who live in their community and the roles they play. Visits to the local park stimulate their curiosity and a sense of wonder about the world they live in.

Children are encouraged to show responsibility and to show initiative and to play a full part in the life of the setting.

Specialist services are well used when necessary and good links with such services are in place. Parents are fully involved in such instances and the setting leader has provided long term support in one instance.

Appropriate policies and procedures are in place with respect of safeguarding children. The leader is the named member of staff with the responsibility for dealing with child protection and safeguarding issues. She and her colleagues have attended recent, relevant courses and are conversant with the procedures to be followed.

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

Children, in the past, with additional learning needs, have had full access to all areas of learning. These children have been supported as necessary. Parents have been fully involved.

### **Learning environment: Good**

The setting has a good ethos that is fully inclusive offering all children equal access to the curriculum. The day-to-day activities ensure tolerance and a community that is free of harassment or any form of oppressive behaviour. Children are respected as individuals and their specific needs recognised. There have been no instances of complaints.

Practitioners have relevant and appropriate qualifications and are experienced of working with young children. The setting is appropriately resourced to meet the requirements of the Foundation Phase curriculum and to meet the needs of the children. The setting has successfully created an outside environment that enhances children's experiences. This is an attractive learning environment created from what was an unlikely location.

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

Staff fully understand their particular roles and fulfil their responsibilities. They work well as a team, share values and objectives, well focused on providing the best experiences for the children. All staff contribute to strategic planning and the leader co-ordinates suggestions into a scheme of work. She provides the staff with clear directions as to their specific responsibilities as key workers. Overall, the team work evident in the setting, creates a positive ethos with high expectations of the children, particularly in terms of developing their language and their social and personal skills.

Staff have attended a good range of professional development courses. Such training is appraised and has had a positive impact on the provision. A strong feature of the leadership is the effective links developed with the parents who hold the leader and staff in high regard.

The management committee is very supportive of the setting and appreciative of the work undertaken by the staff. The current management committee has only recently been formed but in discussion, showed their commitment to supporting the setting and to improving the provision where possible. They understand their roles and are well informed about the performance of the setting. They fulfil their legal duties.

The setting meets national priorities such as implementing the Foundation Phase and takes note of Healthy Eating initiatives.

### **Improving quality: Good**

The current self-evaluation document is detailed and clearly identifies the strengths and areas for improvement. Recent improvements, such as developing the outside area, have resulted in positive gains for the children.

All staff have been involved in the self-evaluation process but areas for improvement are not always prioritised.

All practitioners are involved in professional development and the impact of training has resulted in improved provision and children's wellbeing. This has included all staff training in, for example, First Aid, Safeguarding children and Food Hygiene courses. Whilst the local authority provides relevant training courses, of particular relevance are the Welsh medium courses provided by the Mudiad Ysgolion Meithrin. The management committee encourage staff to attend professional training courses.

### **Partnership working: Good**

The setting works well with parents. The open door policy enables parents and carers to settle their children into the setting and to discuss any issues of concern with the staff. In reality, children are happy to attend the Cylch and virtually all are soon involved in the activities set out for them. When necessary, practitioners engage children on entry and comfort them if they appear fretful or reluctant to take part in activities set out for them. Good links exist with the transfer schools.

The staff benefit from advice and support provided by the Local Authority advisory teacher and through partnership with the Mudiad Ysgolion Meithrin (MYM). During the inspection a MYM member of staff had replaced one of the setting's staff who was unfortunately absent due to illness.

### **Resource management: Good**

Practitioners are well deployed and resources used appropriately to motivate and interest children to learn. Resources are well used in the teaching. The setting benefits from the outdoor facilities, enabling children to engage in wet play, climbing and growing seeds. The setting also makes good use of the local community and park. Overall, the setting deploys its fundings well for the benefit of the children.

Overall the setting provides good value for money.

## Appendix 1

Ten questionnaire replies were received. The questionnaire comprises of 16 statements and respondents were asked to grade their response as “strongly agree”, “agree”, “disagree”, “strongly disagree” or “don’t know”.

The results were as follows:

All responses (100%) “strongly agreed” with the following statements:

*Overall I am satisfied with the setting.*

*My child likes this setting.*

*My child was helped to settle in well when he or she started at the setting.*

*My child is making good progress at the setting.*

*Children behave well in the setting.*

*Staff treat all children fairly and with respect.*

*My child is encouraged to be healthy and to take regular exercise.*

*My child is safe at the setting.*

*My child receives appropriate additional support in relation to any particular individual needs.*

*I feel comfortable about approaching the setting with questions, suggestions or a problem.*

*I understand the setting’s procedure for dealing with complaints.*

*The setting is well run.*

More than three-quarters (75%) “strongly agreed” and the remainder (25%) “agreed” with the following statements:

*Teaching is good.*

*I am kept well informed about my child’s progress.*

*My child is well prepared for moving on to school.*

*There is a good range of activities including trips or visits.*

There were no responses that “disagreed” or “strongly disagreed” with any statement. Comments include:-

*Y mae fy mhleintyn bob amser yn hapus i fynd i Cylch.*

*My child really loves coming to the Cylch. He is very fond of all the staff and my partner and I are very happy with his progress.*

*My daughter adores the staff and her classmates and is always happy to go to nursery every day.*

*Love Cylch Meithrin y Parc! The staff are always enthusiastic and hardworking!*

*Both my children have had happy times at this setting and I always recommend it to other parents.*

### **Children's comments**

Children are enthusiastic and are happy to attend. In discussion they said that they enjoyed the activities and meeting their friends.

## 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))

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

## 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 partnership's 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>National Childminding Association (NCMA)</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 (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.