



**A report on**  
**Cylch Meithrin Tremeirchion**  
**Neuadd Yr Eglwys**  
**Tremeirchion**  
**Denbighshire**

**Date of inspection: November 2010**

**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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section  
Estyn  
Anchor Court  
Keen Road  
Cardiff  
CF24 5JW

or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**© Queen's Printer and Controller of HMSO 2010. This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

## Context

Tremeirchion is a small rural village situated some 2 miles south of St. Asaph in Denbighshire. The Cylch is located in the Church Hall within easy walking distance of the local Primary School. The building comprises a small entrance hallway which leads directly into a large well lit hall. At the far end of the hall is a small enclosed kitchen where food is prepared. There are adequate toilet facilities. The Cylch benefits from using the school grounds and garden for outdoor activities. The Cylch is registered to accommodate a maximum of 19 children.

All children come from the rural locality including adjacent villages and all come from homes that are neither economically advantaged nor disadvantaged. None are from ethnic backgrounds and none have been identified with additional learning needs (ALN). The Cylch welcomes children with ALN. Linguistically most come from homes that are English speaking and only a minority come from homes where Welsh is the language spoken.

Children are admitted from the age of 2½ years and leave for the next stage of their education in the September following their third birthday. Currently 11 children attend the Cylch of whom 3 are three year olds.

The setting operates from 12.45 – 3.15 p.m. on four afternoons a week (Thursday being the exception) in school term time.

The Cylch is registered with the Mudiad Ysgolion Meithrin and was last inspected by the Care and Social services Inspectorate Wales (CSSIW) - (Arolygiaeth Gofal A Gwasanaethau Cymdeithas Cymru) in 2010.

The Cylch has not previously been inspected by Estyn.

## Summary

<b>The setting's current performance</b>	<b>Adequate</b>
<b>The setting's prospects for improvement</b>	<b>Adequate</b>

### Current performance

#### Good features

- The Cylch has good arrangements for caring, guiding and supporting children.
- The Cylch has a positive, inclusive ethos.
- There are good links with the local primary school and with parents.

#### Adequate features

- The Cylch provides children with a suitable range of learning experiences.
- The Cylch provides children with sufficient opportunities for them to choose activities that interest them.
- The leadership has overseen improvements in the Cylch over the last few years that have improved the quality of provision.
- Self-evaluation procedures are not sufficiently detailed.
- Planning does not ensure that tasks are well matched to children's ability and prior attainment.
- Planning of the curriculum does not focus sufficiently on the progressive development of children's basic and key skills.

### Prospects for improvement

- Over the last 4 years the Cylch has made improvements to the building which has impacted positively on this aspect of the provision.
- Self-evaluation is not undertaken systematically, and there is little indication of how the Cylch aims to improve, particularly in terms of curriculum development.

## Recommendations

In order to improve, the setting needs to:

- R1 develop self-evaluation procedures that clearly identify priorities for improvement;
- R2 ensure that tasks are well matched to children's ability and prior attainment;
- R3 plan to develop children's basic and key skills progressively.

### What happens next?

Progress in addressing the recommendations will be monitored by Estyn.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	
---	--

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

<b>Key Question 2: How good is provision?</b>	
---	--

	<b>Adequate</b>
--	-----------------

### Learning experiences: Adequate

Planning is done collaboratively and is based on the Foundation Phase outcomes for children's learning. Whilst a number of good learning experiences are planned, planning does not indicate that children's knowledge, understanding and skills are developed progressively and the next targets in their learning are not identified. The planning incorporates appropriate opportunities for children to work independently and to develop their creative skills. There are also relevant opportunities for children to learn to care for living things and to work and play outside the classroom. Planning is based on children working together and this is well designed to enable them to form good relationships and be tolerant. There are also occasions designed for independent activities. However, the planning is not always successful in engaging all children.

Planning provides opportunities for children to develop their skills across the curriculum, but the planning does not indicate how skills are to be developed progressively. All children have opportunities to use the Welsh language but the planning is not sufficiently focused on developing the language step by step. The

planning incorporates activities that help children to understand and celebrate some of the culture of Wales such as St. David's Day.

Children have activities that help them to learn about recycling when working outside in their garden.

### **Teaching: Adequate**

The staff have a basic understanding of the requirements of the Foundation Phase outcomes for children's learning. Planning is done co-operatively. However, planning for teaching does not always incorporate suitably challenging activities to meet children's individual needs.

Planning incorporates a suitable balance between child-centred and adult-led activities both indoors and out of doors. Staff are, in the main, good language models and manage children's behaviour effectively intervening when necessary.

Children's achievement is regularly assessed and recorded. However, the results of assessment are not used sufficiently when planning the curriculum so that tasks are well matched to children's needs and prior achievements. Parents are kept well aware of their children's progress.

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

The Cylch has effective plans in place to promote children's health and wellbeing. The planned curriculum gives children good opportunities to develop a sense of curiosity and a sense of awe and wonder about the world around them. The setting makes good provision for children's spiritual, moral, social and cultural development. The planning allows for children to take responsibility, to show initiative and to work collaboratively. Good provisions are in place for children to distinguish between right and wrong and to develop attitudes such as honesty and respect.

The Cylch ensures that children have professional support from specialist services where required. The Cylch reports that children with ALN in the past have been well supported and have had full access to the curriculum.

The Cylch has appropriate policies and procedures in place in respect of safeguarding children and the leader is the person responsible for dealing with child protection. Clear procedures are in place that reflects the All Wales Child Protection Procedures 2008.

### **Learning Environment: Good**

There is a good ethos in the Cylch and planning ensures equal access for all to all aspects of the curriculum. Appropriate policies and procedures are in place to promote the prevention and elimination of oppressive behaviour and to ensure equality of opportunity.

The Cylch have well qualified and experienced staff and has ensured sufficient suitable resources to meet the needs of the Foundation Phase curriculum. The

accommodation is welcoming, well lit and warm, and the outside environment is well used to support children's learning.

<b>Key Question 3: How good are leadership and management?</b>	<b>Adequate</b>
--	-----------------

### **Leadership: Adequate**

The leadership has, over the last four years, successfully overseen improvement in the facilities and provided well resourced areas for children's learning. The work of the management committee has been pivotal in decision making and drawing together the finance for this to take place that has included parental involvement. However, the planning does not incorporate sufficient opportunities to meet children's differing needs based on their ability and prior attainment.

National priorities, including developing the Welsh language, the Foundation Phase outcomes and Healthy eating initiatives have been incorporated.

### **Improving Quality - Adequate**

Self-evaluation is at an early stage of development. Much has been accomplished over the last 4 years particularly concerning accommodation and resources. However, self-evaluation procedures have not clearly established the strengths and areas for improvement. The results of improvements have not been effectively evaluated neither do the self-evaluation targets prioritise areas for improvement particularly in the area of curriculum development to meet children's needs.

Good links exist with the local primary school and this facilitates the transfer of children to the next stage of their education. Staff have undertaken professional training and development but the impact of such training has not always been evaluated in terms of children's progress.

### **Partnership working: Good**

Good relationships exist with the parents who are very supportive of the Cylch. Parents have easy access to the staff before and after sessions and this provides useful information for the staff about any issues of concern. The open door policy adopted by the Cylch helps to establish mutual trust and clear communication between partners that benefit the children.

Transfer arrangements are well established. The Cylch regularly use the school's facilities and there is a close working relationship in evidence.

The Cylch also benefits from the support provided by the Local Authority advisory teacher and by the Mudiad Ysgolion Meithrin. Such links provide the Cylch with valuable advice and resources.

### **Resource management: Adequate**

Resources are used appropriately to support children's learning. The outdoor facilities provide children with worthwhile experiences and are used regularly. The impact of new resources on learning and teaching is not routinely evaluated and planning for future resource needs is not always undertaken as part of the Cylch self-evaluation strategy.

Overall, taking into account the improvements that have been made and resources purchased over recent years, the Cylch gives good value for money. The Cylch has deployed its own resources well over the last 4 years.



## **Appendix 1**

### **Stakeholder satisfaction report**

All children are happy in the setting and enjoy the experiences offered.

### **Responses to parent questionnaires**

One completed questionnaire was received by Estyn within the allocated time. The response indicated a high degree of satisfaction with the Cylch.

## Appendix 2

### The reporting inspector

Mr Eifion R Morgan	Reporting Inspector
--------------------	---------------------

### 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.