



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Cylch Meithrin Porthcawl  
Tabernacle Church Hall  
18 Fenton Place  
Porthcawl  
CF36 3DW**

**Date of inspection: September 2017**

**by**

**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?**

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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**Publication date: 27/11/2017**

## Context

Cylch Meithrin Porthcawl is a Welsh-medium setting, which meets in a community room in the Tabernacle Church, Porthcawl, in Bridgend local authority. The setting is open for four sessions a week between 9.15am and 1.10pm.

The setting is registered to admit up to 20 children at any given time, and admits children between two and three years old. Very few children receive funded early years education.

Nearly all children come from white British backgrounds and very few speak Welsh as their first language. There are currently very few children with additional learning needs.

The setting employs three full-time members of staff. The leader began in post in January 2017.

The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in January 2015 and by Estyn in March 2012.

## 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 current performance is good because:

- Practitioners plan a broad and balanced curriculum that improves children's learning successfully
- Practitioners' high expectations ensure effective and consistent challenges for children
- Rigorous assessments lead directly to the next steps in individual children's learning
- Practitioners work together purposefully and diligently
- Practitioners' watchful care creates a successful learning environment
- There is obvious trust between the children and adults, which has a purposeful effect on children's wellbeing
- Learning areas and resources engage children's interest and motivation effectively

### Prospects for improvement

The setting's prospects for improvement are good because:

- The leader provides a clear direction for the setting's work in order to improve provision and children's outcomes
- The leader has a sound awareness of the setting's strengths and areas for improvement
- Purposeful and functional targets move the setting forward towards further improvements
- Practitioners' training is effective and has a beneficial effect on improving children's standards
- Purposeful use of support services has a positive effect on provision
- Positive partnerships with parents, carers and external agencies support the next steps in children's learning successfully

## Recommendations

- R1 Improve opportunities for children to learn about the roles of people in their own community
- R2 Create better opportunities for children to move independently between the indoor and outdoor areas
- R3 Ensure that the management committee's monitoring, evaluation and financial management practices are rigorous and robust
- R4 Ensure that targets in the development plan derive directly from the self-evaluation process

### What happens next?

The setting will produce an action plan that shows how it will address the recommendations. The local authority will monitor the setting's progress.

## Main findings

### Key Question 1: How good are outcomes?

#### Standards:

#### Wellbeing:

There is no report on children's progress, standards in their skills development, the Welsh language and wellbeing. This is because there were not enough relevant children present at the time of the inspection to report on them without identifying individual children.

### Key Question 2: How good is provision?

**Good**

#### Learning experiences: **Good**

Practitioners provide an interesting curriculum for children. Their day-to-day work reflects the ethos of the Foundation Phase successfully. They plan stimulating learning experiences and respond sensibly to children's needs. This creates a focus for them as they organise themes and activities that are based on the needs of each child. As a result, they target children's interests and the next steps in their learning effectively.

Practitioners motivate children to learn practically and experimentally in a purposeful way, for example when cooking vegetables in the home area, and working together to paint a colourful mural in the outdoor area. These activities develop the children successfully as independent learners.

Practitioners provide valuable opportunities for children to voice their personal ideas, which enriches activities further. This is highlighted as children choose nets to fish cotton wool from the water tub and their use of an electronic microscope to discuss the features of different textures. Activities such as these add positively to the children's day-to-day enthusiasm as they concentrate effectively on specific challenges.

The setting plans successfully to develop children's literacy, numeracy and thinking skills. Activities to promote literacy and numeracy are prominent in all learning areas, such as challenging opportunities to make marks and using stamps to create patterns. Useful activities to experiment with the capacity of different-sized jugs and buckets of sand support children's understanding of volume and weight effectively. As a result, provision of such learning experiences provide sensible continuity and progression in children's learning.

The setting's provision to develop the Welsh language is beneficial to children. Practitioners are appropriate language models. They are supportive in encouraging children to use the language as much as possible through day-to-day activities. They challenge and question children skilfully in the indoor and outdoor learning areas. They support children who are beginning to learn the language successfully. As a result, children's understanding of the language is developing suitably.

The setting promotes children's awareness of Welsh traditions, celebrations and culture successfully. These activities include celebrating St David's Day and St Dwynwen's Day, and baking traditional cakes.

Provision to develop information and communication technology (ICT) is purposeful. The setting provides good opportunities to use a range of equipment, such as cameras, laptops, tablets and electronic toys. All practitioners challenge children successfully to develop their early ICT skills and their control of technological equipment.

Practitioners plan to develop children's physical and creative skills successfully; for example, they allow them to ride bicycles and scooters energetically in the outdoor area. They encourage children to experiment with scissors when cutting shapes out of dough to emulate a caterpillar and building a carrot to feed to an imaginary rabbit.

The setting makes beneficial use of visits to enrich children's learning experiences. Experiences include visits to the seaside, the town's businesses, the post office, a local farm and the fire station. No visitors currently visit the setting, therefore children are not given opportunities to learn about the roles of people in their community.

### **Teaching: Good**

Practitioners understand the requirements of the Foundation Phase rigorously. They have up-to-date knowledge of child development and work together effectively to provide a stimulating atmosphere for children. Practitioners have high expectations for each child and they challenge children frequently in all focus tasks.

Practitioners intervene purposefully in children's experiences and play in order to stimulate and motivate them as much as possible. As a result, they demonstrate a sensible balance between child-led activities and tasks that are guided by adults. Practitioners provide a wide range of opportunities to learn through play and practical experiences, for example by using troughs to experiment with the speed of cars and when preparing a meal by cutting and mixing potatoes and mint. They understand the importance of providing wide-ranging opportunities for children to learn through play effectively, particularly in the outdoor area.

Practitioners question children purposefully to develop their thinking and communication skills. This is done when discussing colours and shapes on a blackboard and when discussing the weather in plenary sessions. Children are encouraged to take part in various activities purposefully. However, there is no opportunity for children to move freely between the inside and outside of the building. This limits their opportunities to experience all areas of learning independently and to work with others on different tasks.

Practitioners develop Welsh vocabulary and language patterns successfully and reinforce this regularly during sessions. As a result, children's understanding of the language is increasing suitably. Practitioners' perseverance with the language ensures that children understand simple instructions and songs appropriately.

Practitioners complete useful daily assessments and encourage children to assess their own learning orally throughout the session successfully. They discuss sensibly

during tasks what children need to do to improve their work. Staff record evaluations rigorously following sessions and discuss them daily. These detailed and consistent arrangements lead to planning direct tasks to target children's needs in the future. This addresses the next steps in their learning purposefully and efficiently. All evidence corresponds purposefully to individual children's outcomes as they mature in the setting.

The setting informs parents and carers regularly about their children's achievements during the handover time at the end of the session. A comprehensive report on each child, with relevant comments, is available to parents at the end of their time at the setting.

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

The setting provides positive opportunities to promote children's spiritual, moral, social and cultural development. Practitioners use plenary sessions and talks with individuals sensibly to focus on each other's feelings. By doing so, they foster values such as honesty, fairness and respect successfully.

There are efficient arrangements to support children's health and wellbeing. These arrangements contribute well to their physical development and wellbeing. The setting has robust arrangements to promote eating and drinking healthily, and daily snacks include fruit, milk and water. As a result, children understand that fruit and vegetables are important for maintaining their health.

There are valuable opportunities for children to reflect, discuss feelings and say thank you each day. This creates calmness as children sit and listen to an adult and each other. Nearly all children take turns politely when eating snacks, by picking up fruit with tongs and serving milk and water around the dining table. Practitioners provide regular opportunities for children to recycle paper, card, food and plastic goods. This develops children's understanding of sustainability effectively.

The setting is a safe environment and practitioners take good care of children when they arrive at the setting and when they are collected. Practitioners use positive behaviour strategies, which eliminate any form of disruption or unacceptable behaviour. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

The setting provides purposefully for specific children with additional support, when the need arises. Practitioners discuss these with suitable agencies in order to provide support as quickly as possible. The leader is familiar with the necessary procedures in order to support children with learning needs and uses them appropriately to support individuals; for example, they record children's learning needs diligently on entry to the setting and during their time there. They review the progress of children who are in need regularly and track their progress rigorously from their starting points.

### **Learning environment: Good**

The setting is a wholly inclusive community, which acknowledges children's individuality successfully. Practitioners identify children's needs sensibly and all children are given an equal opportunity to learn in the different areas. Practitioners challenge and support children daily with tenderness and consistency.



Practitioners promote a positive ethos through their daily activities and enthusiastic motivation. They emphasis daily the need to respect each other and that individuals' choices are part of their personal development. They celebrate diversity in our world beneficially. Practitioners teach children about festivals such as the Chinese New Year and Diwali, which develops children's understanding our world's various cultures successfully.

The setting uses resources effectively to meet the requirements of the Foundation Phase and children's needs. A wide range of interesting resources is used effectively in continuous activities and focus tasks to enrich learning. Resources are accessible to all children and promote their sense of responsibility purposefully. The setting has sufficient ICT resources to develop children's skills successfully.

The accommodation is of suitable quality for the children's needs. It is safe and maintained appropriately. The building and the creative use of the outdoor resources provide valuable opportunities to role-play, enquire and investigate, ride bicycles and grow herbs and heather in baskets on the wall. Practitioners make beneficial use of facilities in the local area to enrich learning, such as resources in the town and at the seaside.

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

Following her recent appointment, the leader has ensured that leadership practices are beginning to become embedded appropriately at the setting. She encourages practitioners to make changes in positive ways and uses relevant and regular information about the setting, such as delegating specific members of the team to support an individual child. This has a good effect on improvements to provision and children's outcomes. The leader has followed the local authority's guidelines and advice on how to plan a broad and balanced curriculum. As a result, there is now a positive direction to the daily activities and practitioners' teaching.

In a short period of time, the leader has begun to establish robustness in leadership systems. She promotes and maintains practices to improve the setting's day-to-day work conscientiously. However, the new processes have not had enough time to improve essential elements of management, such as the role of the management committee and aspects of the improvement plan's effectiveness.

The leader ensures that provision for children is interesting and purposeful. She defines practitioners' responsibilities clearly in order to promote successes at the setting. Practitioners receive relevant and informative training, and this has a positive effect on the quality of provision, such as improving provision in the outdoor area. The setting does not have arrangements in place to supervise and evaluate the staff's work.

The management committee receives useful information about the setting's day-to-day routines from the leader. The committee has begun to create appropriate practices, such as monitoring funding and receipts and ensuring the quality of provision, with support from the local authority and Mudiad Meithrin. The committee is supportive and ensures rigour when managing the setting's financial receipts and daily expenditure. However, the setting does not conduct annual independent audits of the setting's expenditure and profit.

### **Improving quality: Good**

The setting's self-evaluation processes are developing well. The leader, under the guidance of the local authority, has established consistent arrangements to monitor children's outcomes and provision. There is a positive culture of self-evaluation, which has led to significant improvements to the setting's work in a short period of time; for example, they have developed the process of planning focus tasks and activities that enrich children's learning effectively. Practitioners consider each other's views, and those of parents and carers, the local authority and Mudiad Meithrin successfully. As a result, clear improvements have derived from these considerations, which have improved daily assessment and targeting the next steps in individual children's learning.

The setting's improvement plan identifies appropriate areas for improvement. The leader prioritises expenditure sensibly, in line with the actions that have been identified for improvement. However, targets in the improvement plan do not always derive directly from the setting's self-evaluation process. Although there are robust processes in place, the self-evaluation report does not contain enough detail about why some areas need to be improved further and how some specific targets have been reached.

All practitioners are keen to receive new ideas from the local authority's advisory teacher and the Mudiad Meithrin officer. They act on their advice regularly. This leads to beneficial improvements, such as using the Foundation Phase Profile to contribute to assessment practices and identify relevant starting points for children.

### **Partnership working: Good**

The setting works successfully with partners to improve provision and children's outcomes. As a result, the setting has a range of effective strategic partnerships.

Practitioners take active steps to include parents and carers in the life of the setting. Practitioners inform them regularly about all aspects of the setting's work. They encourage them to offer their opinions on issues to improve the setting through questionnaires and regular discussions. These community links promote children's learning successfully. As a result, the setting receives beneficial support when bidding for equipment and relevant grants.

There are positive links with local schools. This supports children's transition arrangements purposefully. Arrangements for transferring personal information and assessments are beneficial to the children as they settle in their new schools.

The setting works successfully with external agencies, such as the local authority and Mudiad Meithrin. This reinforces the positive partnerships that exist. These organisations provide support by providing documentation and training effectively. Practitioners work and liaise with a wide range of other partners beneficially. These include agencies that provide training in first aid and developments in the Foundation Phase. These helpful links make an important contribution to improving provision.

## **Resource management: Good**

The leader has improved all aspects of the setting's work successfully in a short period of time by managing staff and resources sensibly. With purposeful training and guidance, she succeeds in ensuring that the setting's practitioners have an effect on provision and children's outcomes. The setting's new systems enable practitioners to develop and share their professional knowledge efficiently. As a result, there is a culture of effective co-operation between practitioners and other partners.

The setting manages resources conscientiously to support learning. The setting's daily routines and arrangements are consistent and ensure that children benefit from interesting and positive learning experiences. Practitioners ensure that children have ready access to plenty of interesting resources to support their learning effectively, including an effective outdoor area.

The leader and management committee have a clear understanding of the budget, and they prioritise expenditure by identifying responsibilities and sensible timescales. They make regular improvements by discussing and funding improvement plans purposefully, which includes updating ICT resources and ensuring that there are locks on the external gates. The setting ensures that use of funding has a direct effect on children's standards and wellbeing, in addition to the provision of learning experiences.

Overall, the setting provides good value for money because of the provision's positive effect, which has a positive effect on children's outcomes.

## Appendix 1

### The reporting inspector

Nicholas Jones	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.wales](http://www.estyn.gov.wales))

## 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 three to seven 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 that 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 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