



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

**A report on**

**Cylch Meithrin Bodffordd  
Bodffordd Community Centre  
Bodffordd  
Llangefni  
LL77 7LZ**

**Date of inspection: March 2016**

**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:

<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: 20/05/2016**

## Context

Cylch Meithrin Bodffordd is a Welsh-medium setting. It is located within the Bodffordd Community Centre, in Anglesey local authority. It is open four mornings a week. It has been registered since September 2002 to receive up to 18 children per session. There are 21 children on the register, ranging from two to four years of age. Currently 4 children are funded from the Early Years Development and Childcare Partnership.

The majority of children come from Welsh first language homes. At the time of the inspection no child had been identified with additional educational needs.

At present there are 5 practitioners including 2 co-leaders and 3 practitioners. All members of staff are appropriately qualified. They are all experienced and qualified in the education and care of young children. The setting leaders have been in post since 2004.

The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in November 2013 and by Estyn in May, 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 is good because:

- the practitioners are fully committed to the children's development
- they create an inclusive, homely and busy ethos
- they make excellent use of time and of the space available to them to develop children's literacy and numeracy skills
- they link a wide range of interesting and purposeful experiences skilfully to develop every child's literacy and numeracy skills
- they captivate the children's interest so that they enjoy their learning enjoy and thus behave very well
- leaders provide very effective opportunities to encourage children to be healthy

### Prospects for improvement

The prospects for improvement are good because:

- leaders have a clear vision of the setting's work and of the children's development
- they are fully aware of the setting's strengths and areas for improvement
- leaders work together very effectively as a team and make very good use of practitioners' strengths to allocate responsibilities
- leaders welcome advice and support and act on it without delay
- partnership with the Local Authority and the Mudiad Meithrin is a strength
- the setting provides good value for money

## Recommendations

- R1 Include the parents in the process of promoting their children's next steps in learning
- R2 Ensure effective continuity and transition from the setting to school
- R3 Formalise partnerships to promote children's development in all aspects of the curriculum

### **What happens next?**

The setting will draw up an action plan that shows how it is going to address the recommendations. Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.

## Main findings

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

Not applicable

#### Standards: Not applicable

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

#### Wellbeing: Not applicable

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

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

Good

#### Learning experiences: Good

Practitioners work together very effectively to plan a range of learning experiences based on specific themes that engage the interest of the majority of children. They meet the needs of children of different ages and at different stages of development well.

All practitioners are very good models of language which enriches children's use and understanding on a daily basis. They are very effective in planning the development of children's communication and literacy across all areas of learning. For example, they introduce new words and phrases during circle time and in specific tasks relating to their theme; for example, Spring. All practitioners emphasise these in each activity to ensure that children develop language skills systematically. They ensure ample opportunities for children to recognise their names when self-registering and fetching their snack mat. The setting provides good opportunities for children to listen to stories and to enjoy books independently during free play. Practitioners encourage all children to develop their early writing skills by creating patterns and shapes in various materials during free play. They provide good opportunities for children to writing their names to identify their work.

The setting provides very good opportunities for children to count and recognise numbers across all areas of learning. For example, they count the number of children present each day and record the number on the wall.

They provide good opportunities for children to develop a better understanding of the world in which they live by following centring their learning around interesting themes, such as the autumn, eggs and specific storybooks. They organise various visits in the local area to the park, to the nearest town and to the garden of one of the local

residents. They welcome members of the community in to read stories on related topics. They also, write letters to Father Christmas and post them to create a great deal of interest and understanding of mail delivery. Practitioners help children understand that they should treat living things with care, for example, by growing various plants, feeding the birds in winter and researching the most suitable plants to attract insects. They provide good opportunities for children to develop their thinking skills by engaging them in a wide range of challenging problem-solving activities.

Children have very worthwhile opportunities to develop their physical skills through daily movement. The setting also offers valuable opportunities to develop children's creative skills through experimenting with musical instruments and paint, chalk and clay during free-play.

The children celebrate and learn about their own heritage and that of other cultures in a meaningful way. For example, they celebrate St Dwynwen's Festival and St David's Day, discussing Welsh costume, and singing traditional songs.

### **Teaching: Good**

Practitioners have secure understanding of Foundation Phase requirements. For example, they understand the importance of providing opportunities for children to choose activities and learn through play and first hand experiences. They have very high expectations and they extend the more able children well using challenging questions. They provide a very good balance between activities chosen by the children and those led by practitioners, all of which meet the needs of individual children very effectively. The children have regular opportunities to voice their opinions and make decisions about their learning. The practitioners are good models of language. They present enriching vocabulary when talking with the children and by their choice of stories, songs and various rhymes based on their themes. Their questioning technique is a very good component of their teaching.

The indoor environment is very motivating and the practitioners' use it excellently to promote children's independence. The small outdoor area is also used well to develop children's literacy and numeracy skills. Consequently, the children are very well engaged and enjoy their time in the setting.

The practitioners use an appropriate assessment system to track children's development across every area of learning. They are beginning to use this effectively to plan children's next learning steps. They report regularly to parents on progress and when the children leave setting the practitioners present them with an attractive record of their child's work. They also invite parents to discuss their child's progress at any time during the year.

Practitioners handle behaviour very well. They manage time tightly and very effectively which helps to capture children interest completely. All practitioners follow the same process which is founded on knowing and respecting children. They praise them for specific aspects which they seek to develop, for instance for showing independence when tidying up.

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

The setting's arrangements to support the children's health and wellbeing, and independence is very good. Practitioners encourage children to fend for themselves by putting on their own coats before going out and by washing their hands before eating. The arrangements for promoting a healthy lifestyle are very good based on national standards. They provide fruit and water for the children at snack time with good opportunities for them to choose which fruit to eat, what shape toast and what drink they would like. On the whole, despite the small size of the outside area, the children enjoy regular time in the open air throughout the year.

Practitioners provide the children with valuable learning experiences which nurture their spiritual, moral, social and cultural development very positively. For example, children develop strong social skills on a daily basis in response to instructions to sit at a table to eat and be grateful for their food. They learn about other cultures effectively when they listen to stories from other countries and when they play with dolls of various origins. They also celebrate the Chinese New Year by dressing up, eating Chinese food and creating dragons and red flags.

Practitioners are very good models by showing respect to the children to boost their self-confidence. They promote fundamental values such as fairness, respect and a sense of right and wrong naturally and effectively through activities and stories. For example, by helping children to be fair and take turns to create a small tallow Easter chick out of feathers and dough. Good arrangements are in place to help children learn about the importance of recycling, such as waste food at snack time.

Good systems are in place to support children with additional educational needs and the setting takes advantage of additional support from specialist agencies as required.

Leaders have a suitable range of policies in place to protect children and promote well-being. The setting's arrangements for safeguarding children meet the requirements and are not cause for concern.

### **Learning environment: Excellent**

The setting's ethos creates a welcoming and happy environment for all children. It is an inclusive community where all children have equal access to the learning experiences provided.

The indoor learning area is safe and the manner the leaders use it to promote children's learning is outstanding. It is vibrant and welcoming and through extremely effective teamwork, the practitioners are able to transform it in a very short time. The room adapts smoothly from a cluster of learning areas to a cafe for a snack, a hall for singing and dancing into a quiet and calming space before home time. Leaders then swiftly and neatly store all the resources so that the room is totally cleared ready for its use by the school and community later in the day. Practitioners prepare very interesting displays to celebrate children's work and support specific themes such as St. David's Day and Easter.



They provide a very good range of suitable resources suitable for children to use, which is of excellent quality and is stored well. Recently, they have renewed resources in some areas, such as in the technology corner. This has had a positive effect on children's learning experiences.

Practitioners make good use of the outdoor area available to them by providing a good range of activities and resources to promote the children's literacy and numeracy skills. They make excellent use of the indoor area to enrich the children's physical development. They also take very good advantage of their location to go outside and observe the seasonal changes in the hedges and trees.

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

The two leaders manage the setting very well. They, along with the practitioners and the registered person, form a very dedicated team. They share a strong sense of purpose and collaborate very effectively.

They generate a very happy and purposeful ethos where children feel safe and know that they count. Both leaders have high expectations of themselves, which leads to a very good standard of care and education at the setting.

The small management committee is dedicated and contribute appropriately to the running of the setting. Recently they have added to the membership to strengthen the representation of partners and further enhance the setting's development. Their meetings are informal which means that they have not the use of the financial reserves and the development of the outside area.

The processes to manage the practitioners' performance are in place and effective. Leaders use these well to identify support needs, such as attending specific courses. As a result, children benefit from very good quality learning experiences.

Leaders pay good attention to local and national priorities. They ensure a very strong focus on developing the children's literacy and numeracy skills. They also follow the national assessment scheme to ensure that children have very good opportunities to learn about healthy eating and healthy living.

### **Improving quality: Good**

The leaders are experienced in their work and have a very positive commitment to continuous improvement. They successfully identify strengths and areas for development, and act on them effectively.

Leaders make good use of a new self-evaluation process to help identify strengths and areas for development. They have used this information successfully to create a summary improvement plan that includes clear priorities and valuable opportunities to evaluate progress. They are making very good progress towards achieving the targets, such as improving children's technological skills and increasing the membership of the management committee.

They prioritise budget spending appropriately. For example, the leaders bought new resources to promote children's technological skills and to enhance their experiences in their particular themes. As a result, children develop their technological skills effectively by enjoying all the interesting activities in their study of chicks and eggs.

Leaders share their self-evaluation document and improvement plan appropriately with officers of the management committee, ensuring their support in working toward specific priorities.

Leaders are working very well with other agencies such as the local authority advisory teacher and the Mudiad Meithrin's development officer. They are very open to new ideas and willing to act on the recommendations. For example, planning lively activities to support children's literacy and numeracy skills. The leaders have acted on the recommendations of their recent inspection by CSSIW.

### **Partnership working: Good**

The setting has developed a solid range of partnerships that contribute effectively to children's achievements and wellbeing.

The leaders are making several efforts to share information with parents, for example, by sharing information in writing about the themes pursued by the children. They appreciate the very worthwhile parental contribution to the themes

They offer an open-door invitation to parents to enable them to receive daily informal feedback about their children's progress. They also formally report to parents about at the end of each year. However, they do not include parents fully in the process to work together to promote the children's next steps in learning.

Almost every child transfers to the mainstream school and the setting has an appropriate relationship with that school. Children visit the school in the summer to help prepare for the next step in their education. However, the partnership with the school does not ensure sufficient consistency in terms of learning opportunities and teaching styles to guarantee effective continuity and transition.

Practitioners make suitable use of community networks to support children's learning. They invite visitors regularly into the setting to read stimulating stories and the local postman helped the children understand posting and delivering the mail.

The practitioners respond well to the advice of the local authority advisory teacher and the Mudiad Meithrin's development officer which assists the setting's very good level of continuous improvement.

### **Resource management: Good**

Both leaders have extensive experience of working with young children over the years and the practitioners are also very dedicated. They run the setting effectively. They make good use of their individual expertise to improve the children's learning

experiences, such as using the technological tablet and managing CDs to improve the children's ICT skills.

They take advantage of a good range of training to be updated and improve personal skills. For example, recent assessment training has improved their understanding of the assessment process and led to regular recording of children's progress. However, practitioners have not yet had the opportunity to implement it fully.

The setting's treasurer ensures that the budget review is detailed. The management committee prioritise expenditure and the use of funds very carefully to support children's learning and to ensure that the group remains sustainable.

In view of the good outcomes achieved by children, the effective provision and strong leadership, the setting provides good value for money.

# Appendix 1

## Stakeholder satisfaction report

### Responses to parent questionnaires

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	10	8 80%	2 20%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	10	8 80%	2 20%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	10	10 100%	0 0%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	10	9 90%	1 10%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	18%	0%	0%		
Children behave well in the setting.	10	9 90%	1 10%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	1%	0%		
Teaching is good.	10	9 90%	1 10%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	9	8 89%	1 11%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		84%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	9	9 100%	0 0%	0 0%	0 0%	1	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		76%	23%	0%	0%		
My child is safe at the setting.	10	9 90%	1 10%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	6	4 67%	2 33%	0 0%	0 0%	3	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	9	5 56%	4 44%	0 0%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	31%	5%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	9	8 89%	1 11%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	10	8 80%	2 20%	0 0%	0 0%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		65%	31%	3%	1%		
My child is well prepared for moving on to school.	9	9 100%	0 0%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		74%	25%	1%	0%		
There is a good range of activities including trips or visits.	9	8 89%	1 11%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		63%	32%	4%	1%		
The setting is well run.	10	10 100%	0 0%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

## Appendix 2

### The reporting inspector

Dr Prydwen Elfed-Owens	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 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.