



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 Bodorgan
Ysgol Gymuned Bodorgan
Bodorgan
Ynys Môn
LL62 5AB**

Date of inspection: July 2015

by

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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:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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Publication date: 04/08/2015

Context

Cylch Meithrin Bodorgan is a registered nursery setting which meets in a room at Ysgol Gymuned Bodorgan. It provides Welsh-medium pre-school education for the children of Hermon, Bethel and Malltraeth villages and the surrounding areas.

The setting admits children of all abilities and backgrounds to sessions. There were very few children with additional learning needs attending the sessions during the inspection. Most children speak Welsh as the main language at home.

The setting provides two and a half hour sessions during four mornings a week for three and four year-old children. Four three year old children are registered at the setting, of whom three receiving funding by the local authority.

A leader and a practitioner who are appropriately qualified to teach the early years teach children.

The setting was last inspected by the Care and Social Service Inspectorate Wales in April 2014 and by Estyn in June 2009.

Summary

The Setting's current performance	Good
The Setting's prospects for improvement	Good

Current performance

Performance is good because:

- Foundation Phase principles are clearly reflected in the quality of the curriculum;
- a wide range of learning experiences encourages children to take risks and to experiment with new experiences.
- provision for developing literacy and numeracy skills is good;
- practitioners' purposeful intervention moves children's learning on;
- thorough assessment procedures enable practitioners to plan the next steps in children's learning;
- there are many opportunities for children to make personal choices about their learning;
- practitioners know the children well and provide clear guidance during sessions; and
- setting is an inclusive community where there is a strong emphasis on developing tolerant attitudes

Prospects for improvement

Prospects for improvement are good because:

- the leader's commitment and enthusiasm creates a positive learning environment;
- practitioners share common values and work together very effectively as a team;
- self-evaluation has led to improvements in planning, assessment and teaching;
- partnership activities make a positive contribution to children's achievements and wellbeing;
- the self-evaluation report and the improvement plan are of good quality; and
- the setting provides good value for money.

Recommendations

1. Provide more problem-solving activities during sessions.
2. Ensure that minutes are kept of staff minutes.
3. Increase the range of ICT resources.

What happens next?

The setting will form an action plan showing how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?

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.

Key Question 2: How good is provision?

Good

Learning experiences: Good

Foundation Phase principles are strongly reflected in the good quality of the learning experiences provided for children. Through careful collaborative planning, practitioners provide a wide range of interesting and stimulating activities, which encourage children to learn effectively and make good progress across the areas of learning.

The wide range of learning experiences encourages children to form close relationships with adults and other children, to take risks and to experiment with new experiences. The daily opportunities children have to make choices enable most of them to make good progress towards becoming independent learners.

Through purposeful planning, practitioners ensure that children acquire the necessary literacy, numeracy, information and communication technology (ICT) skills that will enable them to take full advantage of their learning experience. During whole group sessions, children are encouraged to listen attentively to the contributions of others, to ask questions and to talk about issues that are important to them. Experiences such as role-play in the 'teddies shop,' provide worthwhile opportunities for them to experiment with language and to become more confident when communicating with other children. Children have opportunities daily to follow stories which are read to them by an adult or to read a book independently. There are numerous opportunities in the learning areas for children to experiment with mark making for a range of purposes, such as to write their own names or to draw up lists.

Provision for promoting children's numeracy skills is strength with frequent opportunities for them to practice their skills in a wide range of practical contexts. For example, for counting the number of children present, sorting objects according to their colour or handle money in the shop. Although activities such as constructing jigsaws and experimenting in the water contribute well towards developing children's numeracy skills, not enough opportunities are provided for them to develop their problem-solving skills.

Although children have regular access to a computer and electronic toys, they do not have enough opportunities to build upon their current ICT skills.

Welsh and the Welsh dimension is a firm cornerstone for all children's learning experiences and make a strong contribution towards developing their personal and cultural identity.

Teaching: Good

Practitioners' thorough knowledge and understanding of the Foundation Phase leads to teaching and learning of a high standard. They provide interesting learning experiences across all areas of learning and employ a good range of teaching strategies, which ensure children's engagement in their tasks. Through careful planning, there is an appropriate balance between activities chosen by the child and those that are led by practitioners. Imaginative use of a variety of resources engages children's interest and improves learning. Adult support has a clear focus and contributes positively to the quality of children's learning.

Practitioners regularly join-in children's play, especially during focus tasks, and intervene purposefully to challenge children's ideas and to move learning on. They are appropriate language models themselves and encourage children to experiment with words and improve their oral expression. This enables children to make good progress in their knowledge, particularly in their literacy skills.

Practitioners know every child well and have up-to-date information of their strengths and personal needs. They have thorough procedures for assessing and recording children's progress across all six areas of learning. This enables practitioners to act promptly should children require additional support and to plan the next steps in their learning. Through the 'Treasure Book,' parents receive a particularly interesting photographic record of their child's progress in all six areas of learning. This ensures they have up-to-date information about their child's achievements, wellbeing and development.

Care, support and guidance: Good

The setting makes appropriate arrangements to promote healthy eating and drinking. The daily experiences children have of playing in the outside area provides them with good opportunities to practise their personal skills and to increase their levels of fitness.

During their daily involvement with children, practitioners strongly emphasise the need for everyone to be kind to each other, to be honest and fair and to behave in a responsible manner. This helps children to learn the difference between right and wrong. Regular opportunities for children to undertake responsibilities, such as '*Helpwr Heddiw*' (Today's Helper), and to make choices about their own learning, make a good contribution to their personal and social development.

The practice of participating in celebrations such as the Chinese New Year makes a positive contribution towards raising children's awareness of other traditions and cultures in Wales. There are effective arrangements for encouraging children to act sustainably by recycling and reusing waste.

The 'caban natur' (nature cabin) and the school environment are used very imaginatively for providing many opportunities for children to observe and to wonder at the natural world.

Effective induction arrangements help children to settle down quickly at the setting. The setting's arrangements for safeguarding children satisfy the requirements and are not a cause for concern.

Practitioners identify children's learning needs in detail when they join the setting and work closely with parents and the local authority in order to meet these needs. The support provided for children during sessions is of a high quality and ensures that every individual has full access to the setting's activities.

Learning environment: Good

The setting is an inclusive community where every child has equal access to all areas of learning and activities provided. There is a strong emphasis on developing tolerant attitudes and ensuring that children and staff are free from harassment. The setting has enough practitioners who have sufficient knowledge and expertise to teach every aspect of the Foundation Phase curriculum. Practitioners succeed in creating a stimulating atmosphere which helps children to develop positive values and attitudes.

There is an ample supply of resources for almost all areas of learning and these are carefully matched to every individual's development and learning needs. However, ICT equipment is dated and, as a result, does not fully meet children's needs.

There is enough space in the classroom, which the children and staff use extensively. The garden, as well as other outdoor areas, is used very imaginatively by practitioners to enrich children's learning experiences. For example, for growing plants and vegetables.

The local area and the nearby fields are used extensively by the setting for reinforcing children's learning experiences.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The leader's commitment and enthusiasm succeeds in creating a very positive learning environment in which children and staff feel they are appreciated. The leader and practitioner share common values about learning, behaviour and relationships and work together very effectively as a team. This ensures that the Foundation Phase and local and national priorities are implemented effectively.

Teaching and learning are managed well and the setting's policies are implemented thoroughly. Members of staff have a clear understanding of their roles and responsibilities which they fulfil conscientiously during sessions. Although staff discuss children's progress and the setting's development regularly during their weekly meetings, no minutes are kept of any decisions that are made by them.

The setting's relationship with children, parents and the primary school are very positive and contribute substantially towards creating a sense of community.

The management committee has appropriate knowledge of the setting's performance and fulfils its responsibilities conscientiously. Committee's officers consult parents, share information with them regularly, and contribute effectively towards the setting's administration.

Improving quality: Good

Practitioners are well aware of the setting's strengths and areas to be developed. They are continually self-evaluating and looking for ways to improve. There are secure arrangements for maintaining good practice and implementing change in areas which need improving. Self-evaluation pays careful consideration to the views of parents and the setting benefits substantially from the professional advice of the local authority support teacher. The practice of setting time aside for children to express their opinions on the session ensures that their voice has an integral part in the setting's self-evaluation procedures.

Practitioners are able to demonstrate how self-evaluation has enabled them to make significant improvements to the quality of planning, assessment and teaching.

The self-evaluation report and the development plan are of good quality and give the setting's development a clear sense of direction. The leader ensures that the priorities identified in the plan are implemented systematically and thoroughly during the year and evaluates their impact on standards and provision.

Partnership working: Good

Partnership activities make a positive contribution to children's achievements and welfare. Parents are well-informed about every aspect of the setting's work with the leader taking active steps to include them in all the activities organised. The parents' brochure includes useful information about the settings's policies, procedures and the setting's teaching methods..

The school is very eager to work together with the setting and provided substantial support to the leader during her work of developing the outdoor areas. There are clear arrangements for transferring children to the school's Foundation Phase class at the end of their time in the setting.

The practice of inviting people from the local area to share their experiences and skills with the children strengthens the children's commitment to their local community.

The close relationship between the setting and the local authority support teacher contributes constructively towards improving the quality of provision and raising standards. Practitioners collaborate very effectively, they share information about children and know whom to consult and how should children require additional support.

Resource management: Good

There are effective arrangements for managing staff performance and this makes a good contribution towards identifying their professional needs. The regular training sessions provided by the local authority, the *Mudiad Meithrin* and other agencies

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provide valuable opportunities for practitioners to update their knowledge and skills and to share good practice with staff from other settings in the authority. Recent training on 'circle time' was very helpful in enabling the setting to reconsider its strategies for promoting positive behaviour.

The setting is appropriately staffed to teach the curriculum effectively. The leader makes effective use of the staff's time and experience in order to ensure that there is good care and support for every child.

The treasurer of the management committee keeps a very careful record of the setting's financial situation and ensures that expenditure is carefully managed in line with the setting's development needs. Spending decisions are carefully evaluated to ensure that they have a direct impact on children's standards of achievement, progress and welfare.

Bearing in mind the good quality of leadership and provision, the setting provides 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 Wil Williams	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)

Glossary of terms

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

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