



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

**A report on**

**Cylch Meithrin Yr Eglwys Newydd  
The Scout Hall  
Penlline Rd  
Whitchurch  
CF14 2AD**

**Date of inspection: January 2018**

**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?**

**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
<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 Section  
Estyn  
Anchor Court, Keen Road  
Cardiff  
CF24 5JW or by email to [publications@estyn.gov.wales](mailto:publications@estyn.gov.wales)

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## Context

Cylch Meithrin Yr Eglwys Newydd is a Welsh-medium setting, which meets in the scout hall in Whitchurch in Cardiff local authority. The setting is open two days and three mornings a week.

The setting is registered to admit up to 24 children at any given time and admits children between two and four years old. A few children currently receive funded early years education.

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

The setting employs six practitioners, including the two leaders. The leaders began in post in March 2011 and July 2016 respectively.

The setting was last inspected by the Care Inspectorate Wales (CIW) in August 2014 and by Estyn in July 2012.

## Summary

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

### Current performance

The setting's current performance is good because:

- Most children succeed in achieving well in all areas of learning and in their literacy, numeracy and information and communication technology (ICT) skills
- Nearly all children show motivation and interest in their learning, and most concentrate diligently during tasks
- Nearly all children behave sensibly and are polite
- Challenging learning experiences meet children's needs and interests excellently and stimulate them to learn very successfully
- An exceptionally broad, balanced and stimulating curriculum is supported excellently by an interesting and inspiring learning environment
- Practitioners' teaching and assessment practices challenge children purposefully
- Practitioners care for the children and support them conscientiously
- There are positive relationships between adults and children
- Resources are used innovatively, both indoors and outdoors

### Prospects for improvement

The setting's prospects for improvement are excellent because:

- Leaders and the management committee guide and plan an excellent strategic direction for the future
- The leaders' vision to plan and establish a daily learning environment for children's learning is stimulating and innovative
- Self-evaluation activities are in place and are incorporated and embedded firmly in the setting's life
- Leaders identify priorities for improvement diligently, monitor provision skilfully and assess children's outcomes incisively
- Practitioners have very positive and active attitudes toward professional development and training
- Leaders and practitioners share their excellent practice, in relation to provision and leadership, with other settings within the local authority and beyond
- The daily and long-term work of the leaders and the management committee aims conscientiously to improve all aspects of the setting's work regularly
- Leaders and practitioners use the building and the outdoor area to provide resources of the best possible standard within the budget
- Funding and grants are spent directly on innovative provision, which aims directly to improve pupils' outcomes

## Recommendations

- R1 Improve opportunities for children to move independently between the indoor and outdoor areas
- R2 Provide more opportunities for all children to develop their independence during snack time

### **What happens next?**

The setting will produce 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 that was seen during the inspection.

## Main findings

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

Most children make at least good progress from their starting points, which is close to or above what is expected for their age. They work diligently with each other and adults to develop their literacy, numeracy and ICT skills successfully.

Many children use Welsh language patterns and phrases effectively during informal play and focus tasks, without encouragement from adults. They follow instructions in the Welsh language sensibly. Most sing Welsh nursery rhymes and songs enthusiastically. They are keen to respond enthusiastically to practitioners' questioning and challenges. This is evident during plenary sessions as they discuss stories confidently and debate intensely about how to fish purposefully and catch a fish from the door of the igloo.

Many children handle books in the library and the quiet corner like intelligent young leaders. They respond sensibly to the content of books in pairs and individually. Many children understand that different circumstances affect the feelings of characters in stories, such as recognising that the cold and snow are important to the life of a penguin. As a result, they understand the purpose of pictures and writing, and discuss familiar characters knowledgeably.

Many children make marks purposefully when experimenting with different media. They persevere successfully with early writing experiences. For example, they use white paint to reflect a melting snowman and pencils on paper to record weather features. A minority of children are beginning to recognise their own names, and a few form letters and numbers well in recognisable forms independently.

Most children use mathematical language effectively as they play and experiment with numbers independently. For example, they use tweezers efficiently to collect buttons to match the number on the snowman, and measure the height of objects with a tape measure in the building area.

Many children recognise, name and count numbers up to 10 independently. A few are beginning to count to 10 and beyond correctly when sorting shapes and objects, and when arranging blocks with symbols on them to reflect weather features. Most children understand that differences in size can affect the weight of an object. This can be seen as they use blocks sensibly to create a sturdy bridge. As a result, they explain 'big' and 'small', 'tall' and 'short', 'heavy' and 'light' objects successfully and whether an object is 'medium-sized' in comparison with the others.

Most children use a variety of ICT equipment successfully. They control an electronic toy confidently and choose to use a camera to record their work independently. Many use electronic tablets to search for information that is linked to their themes and which engages their interests. As a result, they use the setting's education software and hardware purposefully to improve their ICT skills.

Many children choose equipment and materials effectively to solve practical problems. For example, they experiment with frozen animal shapes, and other objects such as penguins, to discuss what floats or sinks in the water effectively. Most children are creative and experimental when playing an instrument in the orchestra and using appropriate equipment to make a cake in the mud kitchen.

Most children develop their physical skills purposefully. Effective examples are climbing and sliding on outdoor equipment, dancing to music, riding vehicles and bicycles outdoors and searching for insects enthusiastically in the wooded area.

**Wellbeing: Good**

Nearly all children relate well to adults and visitors as they arrive and leave the setting and during their time there. They show motivation and interest in their learning and most concentrate diligently during tasks. Most enjoy the stimulating activities in all areas of learning and they share and work sensibly with other children. They show positive attitudes towards new and challenging experiences, for example when creating and using a television frame to broadcast like a weatherman.

Many children are confident learners and work completely independently during play activities to solve the challenges that are set for them. Most make thoughtful choices about which areas of learning include their favourite activities, such as role-playing as a builder with a mixer or being a chef in the mud kitchen. They explain confidently which hands-on tasks are of most interest to them and what motivates them to succeed. This is evident when they decide to continue with a specific task or start a new activity that they have chosen. As a result, most start to express their opinions and personal preferences successfully, particularly when offering input into the content of themes.

Nearly all children are well behaved and polite. They show respect when responding to adults and each other, which contributes to a productive ethos. Nearly all children listen sensibly to adults, for example when lining up to put on their coats and washing and drying their hands before having a snack. After using the toilet and messy play, nearly all children wash their hands thoroughly without being prompted by practitioners. This reflects their sound understanding of the importance of hygiene and contributes to a healthy lifestyle.

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

The setting provides very challenging and stimulating experiences that reflect the ethos of the foundation phase completely successfully. Learning experiences are lively and extremely interesting and stimulate children to learn productively.

Practitioners are thorough in preparing exceptionally valuable opportunities to ensure that children play a part in planning themes. They provide daily opportunities for children to express their interests and practitioners re-structure provision to emulate children's ideas and interests meaningfully. For example, they have recently changed the role-play areas to extend children's understanding of numbers and to challenge children to measure and weigh objects purposefully.

Practitioners discuss and prepare themes and challenges in detail in weekly meetings. Innovative planning ensures that the theme's activities meet children's needs purposefully. Daily planning and activities link consistently and sensibly with the setting's assessment strategies to target the next steps in individual children's learning rigorously and transparently. This practice is instinctive to all practitioners and is very effective in developing children's key and wider skills. It challenges nearly all children systematically through constructive and reinforcing tasks, which derive directly from their previous learning.

Practitioners plan inspiring learning experiences in the outdoor area, which have a very successful effect on children's learning. This includes very rich opportunities for children to make marks and experiment with numbers very effectively in practical activities, as children plant seeds and research the lives of insects. Practitioners track pupils very skilfully by enhancing and changing activities further during the session. Exciting and adventurous learning experiences include tasks to stimulate children's thinking skills exceptionally well, such as living in an igloo in the Arctic and preparing hot chocolate to warm the body. These very creative experiences provide purposeful continuity and progression to learning.

The curriculum challenges all children thoroughly in all areas of learning, particularly in literacy, numeracy and ICT tasks. This includes using an electronic device to experiment with and investigate different sounds and record the results while mark-making. The mature and coherent curriculum builds systematically on children's existing knowledge, understanding and skills inventively and challenges them to think skilfully. For example, practitioners use the outdoor mud kitchen and the discussion area on tree stumps in the wooded area to extend children's experiences further than usual. This inspires children's willingness to suggest ideas for the next steps in their learning, which can be seen on the children's noticeboard.

All practitioners use the Welsh language effectively with children. The leaders organise practitioners carefully during indoor and outdoor activities to ensure that there are regular opportunities available during focus and continuous tasks to develop and reinforce the Welsh language. Practitioners model the language very well and this has a positive effect on children's use of the language, in both formal and informal situations. Practitioners encourage children to use the Welsh language as often as possible in their learning through innovative practices such as purposeful use of songs, language patterns and a wide range of reading books.

Provision to develop ICT is of high quality in terms of rich opportunities for children to use a very wide range of technological equipment, which includes a laptop, electronic tablets, cameras and a sound recorder. This improves children's ICT skills very successfully and builds on their initiative to investigate and research further on the internet to extend their knowledge and understanding.

Practitioners provide challenging opportunities for children to develop as independent learners. This is very evident in all learning areas, where all activities focus on developing children's thinking, creative and physical skills intelligently. For example, practitioners use stories and characters to enable children to research the difference between light things, which float on the sea, and heavy things, which sink. They also discuss their feelings in relation to animals from cold countries and whether they would be happier or sad to move to a warm country.



The setting promotes children's awareness of Welsh traditions and cultural celebrations very successfully, which includes cooking traditional Welsh recipes, listening to folk tales, making cards and visiting the city's festival each year. This contributes effectively to the children's understanding of their culture and heritage.

The setting makes excellent use of visits and visitors to enrich children's learning experiences positively. For example, they make extensive visits to the local community, such as singing in a home for the elderly and collecting 'calennig' to celebrate the New Year. These experiences add to their interest and current understanding of the curriculum and their local area. Visitors such as a pharmacist, a minister, and opportunities to collect for the food bank, teach children purposefully about the roles of people in their community.

### **Teaching: Good**

Practitioners share high expectations of the children and work together diligently as a team of effective educators. They have up-to-date knowledge of child development and their understanding of the requirements of the foundation phase is sound. Practitioners greet the children warmly and enthusiastically as they arrive for each session. This enthusiasm continues throughout the sessions.

All practitioners challenge children thoroughly during focus and continuous tasks. Their use of the Welsh language succeeds in modelling language patterns and rich vocabulary for each child. They intervene wisely in children's experiences and play in order to stimulate them and motivate them to succeed. As a result, children learn to persevere with the most challenging tasks. A sound example of this is the enthusiastic co-operation between pairs as they report on the weather and make marks to read as news, and fill cups with snowmen up to 10 to match the number on the cup.

Practitioners question children purposefully to develop their thinking and communication skills. This is done by discussing the lives of people and animals in cold countries and describing different animal sounds on an electronic device. As a result, children are encouraged purposefully to take part in various activities. However, this does not include allowing the children to move freely between indoors and outdoors. This limits their opportunities to experience all areas of learning and to choose to work with others on different types of challenges.

All practitioners manage children's behaviour skilfully and sensitively. They ensure that children are safe when working inside and outside the building. The way in which they interact with children, and their lively discussions and conversations with them, encourage a high level of participation and enjoyment among children very successfully in all activities.

Assessment procedures and practices for recording children's achievements are sound and feed into planning effectively to meet individuals' needs. Evidence corresponds correctly to individual children's outcomes by using the foundation phase profile as they develop at the setting. All practitioners record the daily assessments regularly and consistently as key workers for specific groups of children. They discuss sensibly with the children what they need to do to improve their work. As a result, practitioners use the daily assessments purposefully to target the next steps in individual children's learning.

The setting informs parents and carers regularly about their children's achievements. There is daily dialogue between practitioners and parents and carers, which reinforces this effectively. At the end of their time at the setting, comprehensive information about their children's achievement is available to parents and carers, which derives from electronic profiles on each child. The setting provides useful booklets of this evidence to parents, which include pictures and purposeful annotations. This, along with a detailed report, reflects their children's progress over time successfully.

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

Practitioners use positive methods to nurture values such as fairness and respect among the children. They succeed in reinforcing the importance of these values in the setting's daily life. For example, practitioners encourage children to line up and wait their turn to put on their coats before they start to learn outdoors, or before they use a bowl to wash their hands before having a snack.

The setting provides effective opportunities to promote children's spiritual, moral, social and cultural development. Practitioners use lively and enthusiastic plenary sessions to ensure that children greet each other, think carefully about the feelings of others and say thank you, when the need arises.

Practitioners ensure valuable opportunities for individuals to help with specific responsibilities during snack time. This provides beneficial opportunities for them to shoulder responsibility in turn. However, although children are given an opportunity to set out the dishes in turn, they are not given enough opportunities to develop their independence skills in ordinary daily activities.

Practitioners have effective arrangements for supporting children's health and wellbeing, and they promote healthy eating and drinking robustly. These arrangements contribute effectively towards children's development and wellbeing, and support their learning successfully, such as treating each other with courtesy when eating snacks. As a result, children understand that fruit and vegetables are a part of a healthy diet. They also discuss the importance of keeping fit regularly. As a result, children understand that activities to increase the heart rate in the outdoor area, while running on the field and when climbing adventure equipment, have a positive effect on their lives.

Practitioners provide regular opportunities for children to recycle paper, cardboard, plastic and food. There are also effective opportunities for children to compost in the outdoor area. This develops their understanding of sustainability successfully.

The setting is a safe environment and practitioners take diligent care of the children as they arrive and when they are collected. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners use purposeful behaviour strategies that eliminate any disruption or unacceptable behaviour effectively. As a result, children are happy and safe in the company of adults. They often ask for help and support to complete activities without apprehension, and discuss and talk confidently with practitioners.

The setting records children's learning needs thoroughly on entry to the setting and during their time there. Practitioners review children's progress regularly and their starting points are identified thoroughly by following the guidelines of the foundation phase profile. There are necessary procedures in place to support children and they are used purposefully to provide specialist support for individuals, when the need arises.

### **Learning environment: Excellent**

The setting's ethos reflects a very welcoming, happy and inclusive environment. All practitioners implement robust policies and practices, which respect the rights of all children and adults at the setting successfully. Practitioners treat everyone equally and there is a close and active relationship between children and practitioners. The familial atmosphere contributes extensively to the children's desire and willingness to take part in all activities, and the setting is an active part of the local community. This contributes to the children's positive standards of behaviour and has a successful effect on their outcomes.

Practitioners provide engaging learning opportunities which encourage children to treat people from all cultural backgrounds with respect. This includes celebrating the Chinese New Year and Diwali. Practitioners develop children's global understanding by tasting food from all around the world, such as Italy and India. These experiences, which are planned thoroughly to enrich themes, develop children's sensible understanding of other people's lives. As a result, provision improves children's awareness of the differences and similarities between the people of our world purposefully.

The physical environment, and the setting's use of it, is an exceptionally robust feature. Practitioners set out and clear the learning areas, both indoors and outdoors, every day. Their commitment and perseverance to maintain and develop the learning environment consistently and progressively are exceptional. This leads to creating a learning environment of the highest standard and the organisation of the learning areas is excellent. Colourful displays are used to portray children's work purposefully. As a result, practitioners are extremely imaginative in making full use of the building and the outdoor environment. The design of the learning areas, to make the best possible use of space, is purposeful in order to challenge all children and improve their skills as much as possible.

There are extensive and stimulating facilities in the outdoor areas. Practitioners set out the learning areas creatively by using the forest area and other equipment such as bicycles, planting areas and climbing equipment to meet children's needs very effectively. Extending the teaching and learning areas outdoors has been an extremely successful step. The areas have been improved significantly over recent years in terms of providing a stimulating learning environment. The forest area that has been developed at the bottom of the field includes a round seating area to discuss and listen to each other. This provision and the large mud kitchen improve children's independent skills and wellbeing very purposefully, as the children prepare imaginary cakes and meals. All of these varied and purposeful learning areas stimulate children to achieve successfully and in an interesting and attractive environment.

There is a wide range of high quality resources to meet children's learning needs, such as ICT equipment, a wide range of reading books and purposeful learning resources. The setting ensures that the building and grounds are safe and very well maintained. The setting also extends the learning environment very effectively to the village and the city.

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

Leaders are exceptionally effective in promoting and maintaining improvements over time. Their management of planning a stimulating curriculum and ensuring high quality teaching and learning is excellent. They ensure that all practitioners have very high expectations and that they all have an effect on all children's outcomes purposefully and regularly.

The leaders' vision to plan and establish an excellent learning environment each day is innovative. They ensure highly stimulating, exciting and effective provision with a strong and positive culture of raising standards. Strategic objectives, plans and policies focus directly on high quality provision, meet children's needs purposefully and promote children's achievements regularly. As a result, leaders lead a robust team of dedicated and ambitious staff successfully. They provide a very robust strategic direction for the setting's daily and long-term practices.

Leaders ensure that all members of staff understand their roles fully and they work together diligently as a conscientious team. This ensures thrilling learning experiences and an excellent learning environment, which have a beneficial effect on children's outcomes and experiences. The setting implements and monitors plans for improvement purposefully against realistic actions and timescales. This is an excellent feature as it includes using sources of funding and grants from various support organisations to develop innovative, successful and community provision. For example, leaders allocate practitioners to specific learning areas to ensure that provision for the Welsh language is consistently high and has a positive effect on children's Welsh language skills.

Leaders, which include the extremely effective and rigorous management committee, monitor provision conscientiously, including quality reviews and how practitioners teach. This is exceptionally good practice and identifies strengths in provision and areas for improvement effectively. An active example is the way in which leaders have developed individual practitioners, in terms of their professional development, by providing purposeful opportunities for them to develop their Welsh and their qualifications in relation to the foundation phase and child development.

The management committee is supportive and ensures that provision for children is very successful and has a positive effect on children's outcomes. Members of the management committee are keen and intelligent 'critical friends'. Their conscientious and challenging work ensures that practitioners understand their roles fully through evaluations, discussions and regular performance management. They work with leaders to focus purposefully on improving all provision, such as developing the outdoor area to ensure regular use of the equipment. As a result, the management committee challenges the setting very successfully to maintain and improve its

practices and develop the areas that need to be improved further. The management committee receives information about the setting's practices regularly from the leader. Members meet regularly to discuss the setting's income and funding, and they monitor expenditure and the use of grants conscientiously and in detail.

### **Improving quality: Excellent**

Leaders have an excellent knowledge of the setting's current practices and they have a clear vision of how to improve provision further. Self-evaluation procedures and planning for future improvements are a regular and very important part of the setting's operational life. It is a live and very effective process, which enables the setting to identify, monitor and evaluate its performance extremely successfully. All practitioners contribute to the process sensibly and constructively, and their views are important and contribute towards improving the setting further. As a result, leaders have an exceptionally good awareness of the setting's strengths and areas for improvement.

Leaders have incorporated self-evaluation procedures very effectively in the setting's daily life. They identify priorities for improvement, monitor provision and assess children's outcomes exceptionally well. The process includes thorough reviews of all aspects of the setting's life and the way in which these have an effect on the standards that children achieve. For example, practitioners challenge children very effectively to use electronic tablets in order to conduct research to enrich themes.

Leaders have an exceptionally effective role in the process, which includes an annual review of the setting's work for the management committee. They share their duties effectively and have established rigorous and purposeful self-evaluation procedures. These focus on honest evaluations of the setting's current practices and the way in which sensible improvements have occurred over specific periods to reflect successes. For example, the act of targeting improvements in the learning areas, both indoors and outdoors, has had a remarkable and impressive effect on children's experiences.

The self-evaluation gives extensive consideration to the views of children, practitioners, parents and carers, the management committee and the local authority. As a result, it leads to a thorough, robust and honest development plan. Leaders monitor improvements against clear targets and measureable success criteria. By including all practitioners in this process, they are keen to welcome new ideas and experiment with different ways of working which have been suggested by the local authority's advisory teacher. For example, the setting responded diligently to advice and training from the local authority on how to implement new assessments and match those thoroughly against the foundation phase profile. This practice has improved the planning of challenging experiences for individuals.

Very robust practices and self-evaluation procedures have a very significant effect on provision, which has a very positive effect on children's learning and wellbeing.

### **Partnership working: Excellent**

The setting has a wide range of beneficial partnerships that have a very positive effect on the high quality of provision and children's outcomes.

Using external partners to develop the outdoor area is an excellent example of the setting's innovation, bearing in mind that the field and the play area belong to the hall. Leaders have also commissioned a compact disc of the children singing the setting's usual nursery rhymes and songs, which is on sale for new parents in order for them to support their children's learning. These practices enable the setting to develop as a Welsh community that contributes to children's learning experiences and the wider community in a practical and highly purposeful way. All activities and equipment are available because of the effective use of funding and grants. For example, the setting has obtained additional funding from local businesses and community charities.

The setting has an extremely constructive relationship with the local authority and Mudiad Meithrin. They use the setting as an example of a very effective setting. As a result, it shares its excellent practice in provision and leadership with other settings within the local authority and beyond. For example, the setting is a national example of how to provide an excellent learning environment and has been filmed by Mudiad Meithrin to cascade successes to other settings. This has occurred despite the need to set up all activities and prompts each day, both indoors and outdoors, before putting everything away at the end of each session.

Effective partnerships, particularly with the community, the management committee, parents and the local authority, contribute very effectively to training for others by observing and emulating the setting's work. This confirms that the practitioners' ability to make improvements is very effective. They move provision and children's outcomes forward purposefully and ensure very purposeful progress and achievements for children. For example, practitioners have used the local tennis club to hold social evenings for children and parents.

These extremely successful partnerships extend their effect further to create an ethos of providing excellent, innovative and creative provision, both indoors and outdoors. Practitioners work together effectively and they are extremely important to the setting's life. Individual records of children's achievements and useful portfolios are also available. These are based on the setting's different practices, which reflect children's standards and the setting's provision accurately.

The setting has an extremely positive relationship with parents. Very effective communication ensures that relevant information is available to parents regularly, including a very useful information booklet about the setting's practices. The use of social media and an effective website creates a clear dialogue between the setting and parents. Discussions and use of personal details, and the partnership with the home, are successful, for example the ways in which the setting responds to children's allergies and how this is monitored very carefully to ensure that all children are safe at the setting.

The setting has very effective links with a number of schools in the local area. The setting provides useful documentation to ensure the best possible transition for children when they start at these schools.

The setting plays a prominent part in the local community and visits from members of the fire brigade, police, and medical and scientific services, such as a doctor and a pharmacist, support learning very well. This teaches children about the importance of the emergency services and health officers in a local context. Partnerships with visitors and places that are visited by the setting are very positive.

## **Resource management: Good**

The leadership makes excellent use of the setting's resources. Leaders and the management committee aim conscientiously to improve all aspects of the setting's work regularly. As a result, the learning environment and children's learning experiences have improved significantly over time and stimulate children to improve successfully as learners.

All practitioners are highly qualified and have comprehensive experience. The ratio of adults to children is very favourable, and additional practitioners are assigned to areas with specific responsibilities to ensure the best possible standards of support. The setting uses practitioners' expertise very effectively to plan learning experiences, teaching and supervision of activities. This includes a 'key worker' system for specific groups of children.

Practitioners develop and share their professional knowledge effectively by listening and acting on the advice of external agencies on how to improve further. In addition, through their clear vision and purposeful strategic planning, leaders support all practitioners' teaching and care purposefully. As a result, performance management, supervision and evaluation procedures are robust and lead to rigorous teaching and assessment.

Leaders succeed in ensuring that the setting has plenty of qualified practitioners who have had beneficial training. They succeed in creating an exceptionally robust learning community, which has a purposeful culture of co-operation between practitioners and other partners who are associated with the setting. This includes supportive links with the local community and the local authority, which have used the leaders to conduct training on how to create an excellent learning environment in a public hall.

The setting manages the excellent resources creatively to support learning and make improvements. The daily efforts to set up and disassemble the learning areas and the stimulating environment are commendable and are a clear reflection of the practitioners' commitment to the children. As a result, the setting uses the building and the outdoor area to provide resources of the best possible standards within its budget.

Leaders and the management committee have a clear understanding of the budget. They prioritise expenditure in line with planned actions for improvement effectively. This includes sensible use of grant funding. As a result, they ensure that the use of funding has a direct effect on provision and children's achievements and wellbeing.

Considering the excellent practice in learning experiences, the learning environment and leadership, and the positive effect on children's outcomes, the setting provides good value for money.

## 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>	<p>This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.</p>



<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