



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

A report on

**Cylch Meithrin Eglwyswrw
Hen Ysgol Eglwyswrw
Crymych
SA41 3SN**

Date of inspection: June 2016

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
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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Context

Cylch Meithrin Eglwysrwr was established in 1973 and it is held in the old primary school building, which is now a local community centre. It is run by a voluntary management committee and is a registered member of Mudiad Meithrin.

The setting provides two-and-a-half-hour sessions, four mornings a week for children between two and a half and four years old. At the time of the inspection, there were 15 children on roll, 14 of whom were funded by the local authority.

The setting admits children of all abilities and backgrounds to the sessions. There were no children with additional learning needs attending the setting during the inspection.

Children come from Eglwysrwr and the surrounding areas, and the majority of children are from Welsh-speaking homes. At the time of the inspection, there were no children from ethnic minority backgrounds attending the setting, nor any children learning English as an additional language.

The setting employs six members of staff, namely the leader, one assistant leader, one assistant who works at the setting four mornings a week, and three part-time assistants.

The setting was last inspected by Estyn in October 2009 and by the Care and Social Services Inspectorate Wales (CSSIW) in April 2015.

Summary

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

Current performance

The setting is good because:

- The key skills of the majority of children are developing well across all areas of learning
- All practitioners are very good language models who have a very positive effect on the standards of literacy of the majority of children
- Nearly all children are well behaved and listen carefully to adults
- The setting has a homely and happy atmosphere and there is a very good relationship between practitioners and children
- A good cross-section of visitors visit the setting regularly, which enriches the children's understanding of the world around them
- Robust daily systems are in place which create a safe and organised environment for the children

Prospects for improvement

The setting is good because:

- All practitioners work together very effectively and there is a strong team spirit
- The leader and practitioners know the setting's strengths and areas for improvement very well
- Practitioners evaluate children's standards and provision regularly, and work together effectively to plan improvements
- Practitioners plan a wide and balanced curriculum jointly, in line with the Foundation Phase framework
- The setting has a wide range of successful partnerships that it uses well to improve children's outcomes
- Staff's enthusiasm and commitment to create a purposeful learning environment provides interesting experiences for the children
- There are good links between the setting and the local primary school, which helps to prepare the children for transition

Recommendations

- R1 Offer enough opportunities for the children to choose to use the outdoor area independently
- R2 Use the Foundation Phase profile to assess all individuals' achievements in order to set an appropriate challenge for children of all abilities
- R3 Ensure that the self-evaluation process identifies priorities in order to set a clear timetable for improvement

What happens next?

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

The majority of children make good progress from their starting point and recall previous learning intelligently. They apply their key skills in a variety of contexts effectively across all areas of learning.

The literacy skills of the majority of children are sound. Many of them speak clearly and confidently with familiar adults, and use full sentences consistently. Most children listen carefully and follow instructions correctly. They show an interest in books and their content, and handle them as readers in the reading area. The majority respond enthusiastically to stories and ask appropriate questions about different characters and events. Nearly all children make marks effectively using a variety of media, such as paint, shaving foam and pencils, across the learning areas. Approximately half of the children are beginning to form letters when writing for a purpose, for example when writing a name on envelopes in the post office and when writing a letter.

Many children develop their numeracy skills successfully across the areas. Most children can count to ten confidently and nearly all children join in with number rhymes. Many understand the purpose of money when they pay for their fruit and handle money in the post office. Around half recognise and name simple 2D shapes and are beginning to recognise 3D shapes. The majority of children use correct mathematical language when discussing the weight of parcels and when filling and emptying containers of different sizes in the sand.

Many children persevere well during free choice activities, and solve problems independently, for example when discovering which pipe to pour the water into in order for it to reach a particular coloured bucket. Around half the children are inquisitive learners and are willing to risk making mistakes.

The majority of children have good information and communication technology (ICT) skills and use the till and the calculator purposefully in the role-play corner. The majority are able to handle a tablet computer confidently and use a digital camera successfully to take pictures.

Wellbeing: Good

Nearly all children are happy to come to the setting and work independently to undertake familiar tasks. The majority are enthusiastic to learn new skills and persevere with various tasks. The majority of children discuss their work enthusiastically with each other and familiar adults and take an active role in their learning. Children are confident when undertaking the role of helper of the day and are becoming independent learners when setting and clearing tables during snack time and when reporting on the weather forecast.

Nearly all children are well behaved and are aware of the needs of others, and treat them with care and respect. The majority work together well, for example when helping to fill and empty containers in the sand, and play sensibly together when role-playing in the post office. They wait their turn when playing games and when waiting to use the slide. In general, the majority of children share resources and help others, for example when showing how to use the digital camera.

The majority of children wait their turn patiently in lines to wash their hands, and nearly all children can wash their hands carefully before snack time. The majority are aware that fruit is healthy for them, and they make choices independently when asking for the fruit that they would like to eat. Most children say thank you when they receive their snack and nearly everyone sits appropriately around the table to eat.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Practitioners plan a wide and balanced curriculum jointly, in line with the Foundation Phase framework. They provide the children with interesting experiences to experiment and explore and, as a result, the majority of children make good progress across the skills. Weekly planning identifies valuable opportunities to develop the children's literacy and numeracy skills across the curriculum. As a result, the majority of children achieve sound outcomes.

Practitioners provide beneficial opportunities to ensure that activities in the indoor area give children regular opportunities to make choices and become independent learners. However, there are not enough opportunities for children to choose the use of the outdoor area independently. Practitioners encourage the children to read their names during registration, and the helper of the day role in reporting the weather develops the children's confidence to speak in front of an audience. Practitioners provide daily opportunities to develop listening and reading skills, for example during the story session. Provision in the role-play corner also provides valuable experiences for the children to develop their oral, written and numeracy skills.

A good cross-section of visitors visit the setting regularly, for example a nurse, a police officer, and the postman, as the children learn about people who help them. This enriches the children's understanding of the world around them. Practitioners also arrange a number of visits to the community which expand children's knowledge of the world of work.

The setting provides various opportunities to raise the children's awareness of the Welsh language and the Welsh dimension. Well-known characters such as Cyw, Sali Mali and Smot are seen prominently in the indoor and outdoor areas, and children take the Dewin character home each weekend, which enriches the Welsh link between the setting and the home. The setting plans fun opportunities to celebrate St Dwynwen's Day, the Urdd and St David's Day through a variety of interesting activities, for example baking Welsh cakes and decorating heart-shaped biscuits.

Teaching: Good

Practitioners have sound knowledge and understanding of the curriculum and they provide a wide range of opportunities for children to develop their skills across the areas of learning. They work closely and use each other's strengths effectively in order to provide the best provision for children.

The setting has established sound daily routines and, as a result, the majority of children become independent learners. Practitioners have a friendly and maternal nature and, as a result, children settle in immediately and feel safe at the setting. All practitioners are very good language models and, as a result, the children's oral standards and vocabulary are enriched. Practitioners question children effectively and identify individuals' needs well. They play with the children regularly and intervene at purposeful times in order to challenge and move learning forward.

Practitioners praise the children orally for their efforts regularly. This gives the children confidence and assurance to try new experiences without worrying about making a mistake. Practitioners observe the children daily and talk to each regularly about individuals' achievements. They use assessments appropriately to feed into planning. However, they do not always use the assessments effectively enough to set an appropriate challenge for children of all abilities. Recently, they have trialled the Foundation Phase profile successfully. This ensures a detailed overview of each child's attainment and progress across the areas of learning. Practitioners arrange informal discussions with parents, in addition to an annual report and a book full of pictures of the children's work in the different areas. This ensures that they receive interesting and complete information about their children's progress.

Care, support and guidance: Good

The setting has sound arrangements to promote hygiene, eating healthily and keeping fit. Practitioners encourage the children to wash their hands before eating, and snack time provides children with valuable opportunities to develop important social skills, such as sitting at the table and conversing with friends. The setting provides valuable daily activities in the indoor and outdoor areas, for example pedalling bikes and using the obstacle course. This develops the children's fitness and contributes to their understanding of the importance of keeping fit.

Learning experiences promote children's personal and emotional development well, including their spiritual, moral, social and cultural development. The setting has clear rules in order to foster good behaviour, and these are visible around the setting. Practitioners remind the children of them daily and emphasise regularly the need for everyone to be kind to each other. There are regular opportunities for children to make choices about what they would like to do, and to ask for support, when necessary. This contributes significantly to the children's personal and social development. The setting promotes its values of care, respect and love effectively. All practitioners are caring towards the children and encourage them to treat others with respect consistently.

The setting has appropriate arrangements to support children with additional learning needs, including ensuring support from local services and agencies.

The setting's safeguarding arrangements meet requirements and are not a cause for concern. The setting is secure and there is a lock on the external gate. Practitioners ensure that all children are admitted safely to the setting in the morning and are transferred straight to their parents at the end of the session.

Learning environment: Good

The setting is a completely inclusive community in which each child is given equal access to the curriculum and all of the various activities. Practitioners place a sound emphasis on sharing values such as care, respect and love with all shareholders, and this leads to a homely and happy atmosphere. Practitioners place a clear emphasis on respecting various cultures and promote this successfully by celebrating St Patrick's Day and the Chinese New Year each year.

The setting makes good use of space, and the indoor and outdoor areas promote the ethos of the Foundation Phase successfully. These areas are attractive and include purposeful resources to support teaching. Displays celebrate the children's work across the skills and support teaching. All resources are of a high standard and any resources that have been prepared reinforce learning purposefully, for example number play dough mats and a people who help us lotto game.

The noticeboard at the entrance is welcoming and provides comprehensive information to parents about events. It is an effective means of sharing useful information and celebrating the setting's successes with others. The setting makes good use of the local area to reinforce the children's experiences.

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

The leader and other practitioners have a clear vision for the setting's strategic direction and vision. The 'Statement of Values', which is shared with everyone that is involved with the setting, reinforces that direction effectively. It is based on creating a safe and caring environment for the children, so that they develop to their full potential to become confident individuals who belong to their local community. The Welsh ethos is robust and is a natural and integral part of the setting's purpose.

All practitioners work together very effectively and share responsibilities successfully. There is a strong team spirit. As a result, the setting runs smoothly and consistently from day to day, and ensures that children show progress across all areas of learning and key skills.

The management committee supports the setting's work well and discusses the setting's needs in regular meetings. It is effective in securing practical and financial support to ensure improvements to provision at the setting.

The setting pays suitable attention to national and local priorities, including implementing the Foundation Phase and placing a clear focus on developing the children's literacy and numeracy skills across all areas of learning.

Improving quality: Good

The leader and practitioners identify the setting's strengths and areas for improvement very well. They evaluate children's standards and provision regularly, and work together effectively to plan improvements.

The self-evaluation document is very detailed and involves a wide range of aspects. On the whole, the content is evaluative and identifies many of the setting's strengths, in addition to areas for improvement, successfully. However, the document does not always prioritise the areas for improvement clearly enough.

The setting's development plan is a practical document that focuses well on enriching provision and raising children's standards. It sets appropriate targets for improvement and identifies clear criteria in order to evaluate the effect of actions. The management committee supports the improvement plan effectively, for example by securing funding to improve the outdoor area. However, the timetable does not identify opportunities to evaluate the improvements clearly enough.

Partnership working: Good

The setting's practitioners co-operate well with a number of partnerships. Clear links have been established between the setting and parents through effective use of regular newsletters. As a result, parents have clear information about the setting's work and their children's progress.

Good links have been established between the setting and the local primary school, which helps children to prepare for transition. For example, the primary school's reception class and children from the setting go on regular local visits together, and join the school children for lunch on their return. This successful arrangement ensures that the setting's children get to know the school and the teachers at an early stage.

The setting takes advantage of the local authority's support through training sessions and advisory support. Similarly, it benefits well from activities, financial support and training from Mudiad Meithrin.

Cylch Meithrin Eglwysrwr has a prominent and robust partnership with its community. The setting's activities attract the support of a good number of local residents, including successful social events to raise money.

Resource management: Good

The setting has enough qualified staff who discharge their duties effectively. The leader has allocated responsibilities clearly and, as a result, the setting runs smoothly from day to day. All members of staff take appropriate advantage of training in care, developing key skills, and developing their understanding of the Foundation Phase.

There is an effective system in place, which includes the chair of the management committee, for managing staff's performance.

The setting has a wide range of resources of a high standard, which enriches provision for children, and enables the setting to meet the requirements of the Foundation Phase well. This includes the outdoor area, which provides children with good opportunities to develop a wide range of skills.

The committee has effective financial control and works consistently to secure sufficient funding to maintain the setting's resources and to ensure improvements. Considering the standards achieved by the children and the effective provision, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Denotes the benchmark – this is the 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.	16	11 69%	5 31%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	16	13 81%	3 19%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		84%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	15	9 60%	5 33%	1 7%	0 0%	1	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.	12	6 50%	6 50%	0 0%	0 0%	4	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	18%	0%	0%		
Children behave well in the setting.	14	7 50%	7 50%	0 0%	0 0%	2	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	0%	0%		
Teaching is good.	12	7 58%	5 42%	0 0%	0 0%	4	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	12	7 58%	4 33%	1 8%	0 0%	4	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.	16	7 44%	8 50%	1 6%	0 0%	0	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.	16	11 69%	5 31%	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.	11	6 55%	5 45%	0 0%	0 0%	5	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		
I am kept well informed about my child's progress.	14	4 29%	7 50%	2 14%	1 7%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	6%	1%		

	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 feel comfortable about approaching the setting with questions, suggestions or a problem.	15	9 60%	3 20%	2 13%	1 7%	1	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.	15	5 33%	8 53%	2 13%	0 0%	1	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.	15	6 40%	9 60%	0 0%	0 0%	0	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.	16	11 69%	5 31%	0 0%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		64%	31%	4%	1%		
The setting is well run.	14	7 50%	7 50%	0 0%	0 0%	2	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

The inspection team

Meleri Jones	Reporting Inspector
Terwyn Tomos	Team Inspector

Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.wales)

Glossary of terms

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

Professional Association for Childcare and Early Years (PACEY)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (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.