



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

A report on

**Cylch Meithrin Grangetown a'r Bae
St Paul's Church
Paget Street
Grangetown
Cardiff
CF11 7LR**

Date of inspection: December 2017

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

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 Grangetown a'r Bae is a Welsh-medium setting, which meets in the hall of St Paul's Church, Grangetown, in Cardiff local authority.

The setting is open five mornings a week, between 9.15am and 11.45am, and is registered to admit up to 26 children between two and five years old. There are seven three-year-old children at the setting. No children are funded to receive early years education. The setting also provides a care service between 11.45am and 1.15pm.

Most children are from white British backgrounds and a few come from Welsh-speaking homes. There are currently now children with additional learning needs.

Four full-time practitioners are employed, including the leader. The leader was appointed to the post in January 2017.

The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in May 2016 and by Estyn in December 2010.

Summary

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

Current performance

The setting's current performance is good because:

- It is a very inclusive, happy and caring community
- Practitioners provide interesting and stimulating experiences for children across all areas of learning in the foundation phase, which encourages them to develop self-confidence and enjoy new activities
- Practitioners' expertise is used well and they work effectively alongside each other enthusiastically to improve children's achievements
- Provision to develop children's information and communication technology (ICT) skills is sound
- Practitioners model the Welsh language very well and provide a wide range of beneficial opportunities for children to develop very sound oral skills
- Practitioners are very energetic and maintain a high level of enthusiasm during activities, which excites children and motivates them skilfully to learn
- Practitioners ensure that children learn successfully about the multicultural community of which the setting is a part

Prospects for improvement

The setting's prospects for improvement are good because:

- The leader is enthusiastic and shows a strong commitment to providing experiences and care of a high standard to all children
- All practitioners work successfully in order to nurture independent learners who work confidently through the medium of Welsh
- All practitioners have a clear understanding of their roles and responsibilities, and they contribute effectively to the day-to-day teaching
- The management committee is very supportive and plays a valuable role in the setting's life
- The setting has robust arrangements for identifying its strengths and many areas for improvement
- There are suitable links between the self-evaluation and the targets in the development plan, which focuses on improvements at the setting
- The setting has a very positive relationship with parents, and practitioners share information effectively in order to encourage them to play an active part in their children's education

Recommendations

- R1 Plan focus activities more effectively in order to develop children's literacy and numeracy skills systematically
- R2 Use assessment information more effectively to plan the next steps in learning
- R3 Develop the role of the management committee to evaluate and monitor the setting's work more effectively

What happens next?

Cylch Meithrin Grangetown a'r Bae will produce an action plan that shows how it is going to address the recommendations. The local authority will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?	
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Standards:

Wellbeing:

It is not possible to report on children's development in their skills or wellbeing. This is because there were very few relevant children present at the time of the inspection to report on without identifying individual children.

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

Practitioners provide interesting and stimulating experiences for children across all areas of learning in the foundation phase. The curriculum is flexible and links with children's interests, which leads to a high level of commitment and independence among many children.

Weekly planning has started to consider the requirements of the literacy and numeracy framework suitably. This ensures that practitioners give due attention to developing these skills during continuous activities. For example, children are given good opportunities to discuss two- and three-dimensional shapes when wrapping Christmas presents, and are encouraged successfully to use rich adjectives when describing Arctic animals. Practitioners plan carefully in order to make effective use of large storybooks in a lively and exciting way. This develops children's oral skills well, in addition to their real fondness for reading. However, focus tasks are not planned in enough detail to ensure that all children develop their skills systematically and are challenged regularly.

Provision to develop children's ICT skills is sound. Practitioners encourage children to use cameras and electronic tablets regularly. Children are given appropriate opportunities to develop their thinking skills while playing in the indoor and outdoor investigation areas; for example, they enjoy making perfume by using flower petals that they have grown. There are very beneficial opportunities for children to develop a sense of wonder by using magnifying glasses and small tongs to study the properties of different insects, shells, sticks and stones.

All practitioners provide a wide range of beneficial opportunities for children to develop very sound oral Welsh skills. This is one of the setting's strengths and many children develop as very confident and able speakers. Practitioners place a particular emphasis on developing children's awareness of Welsh traditions and celebrations, such as St Dwynwen's Day and celebrating St David's Day. They also ensure that children learn about the multicultural community of which the setting is a part. For example, practitioners prepare international food, such as samosas, pizza, rice and noodles once a week, which enriches children's experiences successfully. There are particular opportunities for children to learn about other cultures and traditions, such as Ramadan and Diwali, and St George's Day and St Patrick's Day celebrations.

Teaching: Good

All practitioners have sound knowledge of the curriculum and they implement the ethos and pedagogy of the foundation phase successfully. They are energetic and maintain a high level of enthusiasm during activities, which excites children and motivates them skilfully to learn. There is a close relationship between all practitioners and children. Practitioners are caring and praise each child's successes and efforts effectively in order to create a supportive environment. This encourages children to develop self-confidence and enjoy new activities without fear of failure.

Practitioners lead learning very well while working with small groups of children. They question them skilfully in order to develop their thinking skills and oral skills. For example, they give them opportunities to use their senses when touching ice and making snowballs out of shaving foam. Activities are timely and purposeful and practitioners use their expertise appropriately to enrich learning. For example, they provide stimulating experiences for children to create a wreath and a Christmas card, or provide opportunities for children to grow vegetables to make soup in March. All practitioners have high expectations in terms of children's behaviour and they use robust strategies when responding to unacceptable behaviour. As a result, nearly all children are well behaved.

Practitioners model the Welsh language very well in order to develop children's communication skills successfully. Practitioners use a rich variety of words and phrases that are linked to their themes. They are aware of individual children's linguistic development and make sure that they meet their needs effectively. Practitioners provide an interesting learning environment both indoors and outdoors in order to ensure that all children take part in learning. Children are encouraged successfully to enjoy outdoor activities and to dress appropriately for the cold weather. These experiences support and extend children's learning and physical development in full.

The setting's arrangements for assessing children's achievement are developing appropriately. Practitioners keep satisfactory records of what all children do during their time at the setting. However, practitioners do not use assessments effectively enough to track progress and plan the next steps in children's learning purposefully. Parents and carers are well informed about their children's achievements and information is available to them at any time.

Care, support and guidance: Good

The setting is a very happy and caring community. Practitioners ensure that children feel safe. They treat them with respect and sensitivity in order to provide equal opportunities for them to develop socially and emotionally.

Practitioners provide very good opportunities to raise children's awareness of the importance of living and eating healthily. The setting implements good practice in terms of hygiene, for example in relation to washing hands before children eat their snacks and after going to the toilet. Practitioners provide a wide variety of beneficial opportunities for children to be physically energetic, particularly when riding bicycles outdoors.

Visitors and visits extend pupils' experiences effectively. A good example of this is the recent visit by unusual creatures, such as a tarantula, a millipede, giant beetles and lizards. Practitioners also take children for walks in the community regularly. For example, children visit the library in order to choose books for the reading corner, buy stamps at the post office and visit two nearby churches.

Practitioners focus very well on children's personal, moral and social development by emphasising the need to be fair, take turns and share with others. Practitioners use puppets sensibly to focus on individuals' manners and to consider each other's feelings. All practitioners have high expectations and promote children's independence successfully. For example, they ensure that children make their own sandwich during snack time and allow them plenty of time to put butter on the bread before choosing healthy ingredients to fill it.

The setting provides good opportunities for children to take part in celebrations, such as the harvest, Christmas and Easter, which contribute well to the children's spiritual development.

Practitioners have appropriate arrangements for identifying children's additional needs at an early stage. The setting's link with local schools is suitable and the leader organises visits for the children.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Learning environment: Good

The setting is an inclusive community in which all practitioners recognise and respect each child's individuality and background. All children have equal access to a stimulating curriculum.

Practitioners make particularly good use of the room by creating stimulating learning areas. For example, they create a quiet and cosy area to listen to stories and look at books, suitable marking and painting areas to create works of art, and extensive and purposeful areas for children to build on a large scale. Practitioners create these learning areas purposefully each day and they work hard to adapt and revise them regularly in order to correspond with the theme's focus.

There is a suitable supply of resources available to children, which are stored and labelled correctly. Resources are accessible, which promotes children's independent learning skills successfully during activities and when they tidy up.

The outdoor space is used effectively to develop children's understanding of nature as they plant and grow vegetables in order to cook them in the kitchen. The outdoor area includes a good variety of resources to promote children's physical and creative development, and to ensure that they enjoy being outdoors.

The setting is well maintained and safe.

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

Leadership: Good

The leader is enthusiastic and manages the setting's day-to-day life conscientiously. She shows a strong commitment to providing experiences and care of a high standard to all children at the setting. She has a clear vision and works successfully in order to nurture independent learners who work confidently through the medium of Welsh.

The leader works closely with the other practitioners to create an ethos that encourages and places value on teamwork. As a result, all practitioners have a clear understanding of their roles and responsibilities, and they contribute effectively to the day-to-day teaching.

The leader, with appropriate support from the local authority, has introduced a number of strategies recently to move the setting forward. The training and support that are provided by the advisory teacher ensure valuable opportunities for the professional development of the leader and other practitioners. A good example of this is the way in which they arrange the room effectively in order to meet the requirements of the foundation phase, and the successful strategies that are used to manage behaviour.

The leader has appropriate arrangements for evaluating practitioners' work. She organises suitable training and support, in line with practitioners' needs and the setting's priorities. Practitioners are aware of the individual targets, which challenge them successfully to improve their practices.

Under the guidance of a new chair, the management committee is very supportive and plays a valuable role in the setting's life. The committee gives good consideration to legislation, ensures that children are safe and meets legal requirements efficiently. A few committee members visit the setting from time to time, and they have an appropriate understanding of the setting's strengths. Although this arrangement is informal at the moment, they have an appropriate awareness of aspects that need to be developed further. They understand the importance of acting as critical friends, and their ability to plan strategically for improvement is developing appropriately.

Improving quality: Good

The setting has robust arrangements for identifying its strengths and many areas for improvement. All practitioners are knowledgeable about the setting's work. Weekly meetings allow practitioners to address improving day-to-day issues effectively. However, the setting's self-evaluation arrangements have identified a few important areas for improvement, for example the need to plan purposefully in order to develop skills across the curriculum.

Self-evaluation processes include first-hand observations of teaching, scrutinising children's work and achievements, and seeking the views of all practitioners, parents and carers, the local authority and Mudiad Meithrin. These arrangements focus strongly on children's wellbeing and provision, and they are beginning to consider the

effect of these on the standards that children achieve. The leader shows clearly how she and the practitioners have improved provision over time by adopting different strategies and receiving valuable advice from others. This includes developing effective arrangements for admitting children to the setting and preparing them to leave.

There are suitable links between self-evaluation and the targets in the development plan, which focus on improvements at the setting. It includes an appropriate focus on clear timescales and useful actions. The leader includes all practitioners appropriately in monitoring progress and evaluates the effect of improvements appropriately. This ensures that a positive culture of self-evaluation permeates throughout the setting's work.

Practitioners are open to new ideas and suggestions from the local authority's advisory officers and Mudiad Meithrin in order to experiment with different ways of working. For example, advice on how to set up stimulating learning areas has had a good effect on the quality of experiences for children, which has a positive effect on their standards.

Partnership working: Good

The setting has a good range of partnerships that lead to valuable experiences for children, which has a positive effect on their development. The setting has a very positive relationship with parents and they share information with each other effectively through social media. Informal and friendly daily opportunities ensure that parents receive appropriate information about their children's development. Practitioners work successfully to encourage parents to play an active part in their children's education. All parents appreciate the practitioners' efforts, particularly the high standards of care that they provide.

Parents receive appropriate reports about their children at the end of the year, which give suitable attention to children's achievement. The setting has beneficial links with the primary schools, and children's visits before they start school prepare them well for the next stage in their education.

The setting has a wide range of links with the community. Members of the community visit the setting often; for example, a visit by chicks and ducks and their owner enriched children's first-hand experiences effectively. Annual visits to Tafwyl, the capital city's Welsh language festival, provide valuable opportunities for children to perform songs for a wider audience. This has a positive effect on children's understanding of the importance of community involvement and participation.

The setting provides valuable experiences for students who are studying courses on early childhood development. Practitioners receive suitable support from the local authority and Mudiad Meithrin. The advice and guidance have helped to start to move the setting forward strategically. Practitioners use practical suggestions purposefully in order to raise standards and improve provision. This is already having a good effect on Welsh language provision, which is of a high standard.

Resource management: Good

The setting manages staffing, resources and funding effectively in order to support learning and improvements. Practitioners' knowledge is developing through appropriate training to deliver an interesting curriculum. Practitioners' expertise is used well, and they work effectively and enthusiastically alongside each other to improve children's achievements.

The setting has a very good range of resources in the building, which are used effectively to promote the objectives of the foundation phase curriculum. Practitioners, members of the management committee and parents organise fundraising campaigns regularly to buy new resources and provide stimulating first-hand experiences for children. Resources are accessible and within the children's reach, which encourages independence and has a positive effect on their learning.

Practitioners have regular access to a range of suitable training. This ensures that practitioners develop professionally, for example by receiving training on developing children's numeracy skills.

Considering the standard of teaching and the positive effect that it has on children's standards and wellbeing, the setting provides good value for money.

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 three to seven 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 that 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)	<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>

National Day Nurseries Association (NDNA)	This organisation 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