



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

A report on

**Cylch Meithrin Henllan
Ysgol Henllan
Denbigh Road
Henllan
LL16 5AW**

Date of inspection: March 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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Crown Copyright 2017: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 02/07/2017

Context

Cylch Meithrin Henllan meets in the school hall of Ysgol Henllan, in the Denbighshire local authority. The setting opens for five afternoons a week between 11.30am and 3.15pm. This includes care facilities at the beginning and end of every session.

It is registered to admit up to 16 children between two and a half and four years old. At present, there are two children receiving education funded by the local authority at the setting.

Nearly all children are of white British origin and speak English as their home language. Currently, no children have additional learning needs.

The leader began her role in November 2015. She is one of two full time practitioners and they are both suitably qualified and experienced in working with young children.

Estyn last inspected the setting July 2010 and Care and Social Services Inspectorate Wales (CSSIW) inspected it in November 2015.

Summary

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

Current performance

The setting's current performance is good because:

- Purposeful teaching engages children to improve their everyday work effectively
- The planning of learning experiences is appropriate
- Practitioners work well together and provide interesting activities for children both inside the building and in the open air
- Practitioners support the children sensitively and create a warm and nurturing ethos within the setting
- The learning environment is organised efficiently to target children's interests successfully
- Practitioners use resources, including the school hall, purposefully
- The setting makes effective use of the school's facilities through practical and investigative experiences that enhance children's opportunities to learn

Prospects for improvement

The setting's prospects for improvement are good because:

- The leader succeeds in improving the setting's provision in positive and supportive ways and manages development planning well
- Self-evaluation is an informative part of the setting's improvement processes
- Practitioners benefit from effective training and professional development
- Successful partnerships with parents and external agencies support the setting's teaching and learning practices well
- The partnership with the school is beneficial to developing the setting further
- The management committee is supportive and effective
- The management committee prioritises expenditure against targets in the development plan sensibly

Recommendations

- R1 Ensure that practitioners plan and model Welsh consistently and accurately
- R2 Improve the planning process to define clearly the purpose of specific tasks
- R3 Use practitioners' assessments effectively to target the next steps in children's learning
- R4 Ensure that the targets in the development plan derive directly from the self-evaluation process

What happens next?

The setting will draw up an action plan, which 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?

n/a

Standards:

Wellbeing:

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

Key Question 2: How good is provision?

Good

Learning experiences: Adequate

Practitioners provide flexible and interesting activities, which motivate children to learn through practical and creative tasks. As a result, beneficial opportunities occur daily to develop children's literacy, numeracy, information and communication technology (ICT) and thinking skills. Literacy and numeracy tasks are prominent in many areas of learning and challenge the children to perform at their best consistently. Examples include counting pebbles into a trolley, discussing how to spell three letter words using educational software and playing snakes and ladders using dice.

Most activities engage children purposefully. However, the planning does not consider the needs of individual children well enough to target the next steps in their learning effectively. The current planning process does not define clearly enough the learning intentions and purpose of continuous, enriched and focus tasks. Even though a range of different tasks exists, the setting does not evaluate them well enough to target every child's learning needs successfully. As a result, practitioners do not ensure the best possible progress in children's learning through effective planning.

Regular challenges, both indoors and outdoors, support the development of children's problem solving skills purposefully. Examples include ordering numbered balls correctly in a cylinder, organising pots, soil and seeds correctly to plant cress and operating a compact disk player efficiently.

Practitioners focus on developing children's physical and creative skills effectively. They allow children to explore and experiment when climbing on adventure equipment, riding bikes outdoors, painting their hands to produce prints, and creating bird feeders using string and cereals.

Practitioners encourage children to offer their personal ideas to enhance activities further. This contributes well towards children's enthusiasm when learning through play, both inside the building and outdoors. Such beneficial activities include scribbling shapes on easels, painting walls with water and a brush and handling books in cushioned areas.

The setting's provision for developing the Welsh language is appropriate. However, not all practitioners model Welsh consistently and accurately. Generally, they model phrases suitably. Practitioners encourage children to use Welsh as much as possible through singing songs and repeating rhymes. The setting promotes children's awareness of Welsh traditions and celebrations suitably. These activities include celebrating Saint David's Day and Saint Dwynwen's Day.

The setting provides effective opportunities for children to use ICT equipment such as tills, electronic toys and tablets and a compact disk player. There are regular opportunities for children to develop their ICT skills fully, by using educational software purposefully on the tablets.

The setting makes beneficial use of visits to enrich children's learning experiences. Visits to the local chapel, shop, post office, park and a farm add interest to the curriculum. Visitors, who include the emergency services to the school, dental hygienists and a road safety officer, teach the children suitably about the roles of people in their community.

Teaching: Good

Practitioners welcome children enthusiastically as they arrive at the setting and they continue with this warm approach throughout the session. They manage children's behaviour positively and safely. This encourages children's participation and enjoyment in all types of activities successfully.

Practitioners are up-to-date with current information and knowledge about child development. They understand the requirements of the Foundation Phase well and they collaborate effectively to teach purposefully. They celebrate children's successes and challenge them consistently during adult-led focus tasks. An interesting example of this is the challenge set for individuals to control an electronic car and explain the shape that it creates as it travels. Practitioners intervene sensibly in children's play, stimulating and motivating the children to perform at their best, to achieve an end result to all tasks.

Practitioners encourage children to participate in a variety of interesting activities, such as building high towers with wooden blocks and counting how many pots of soil they fill. Practitioners encourage free movement between different learning areas, when the children are indoors or in the open air. They encourage children to collaborate with others effectively during literacy and numeracy tasks in a variety of areas of learning. This involves mark making on chalkboards, rolling cars at different speeds down a ramp and designing cards with glue and different shapes.

Practitioners use questioning purposefully to develop children's thinking and decision making skills. This is apparent when children prepare a tea party using cutlery and crockery in the role-play area and fill buckets of sand with spades of different capacities to make sand castles.

The setting uses suitable procedures for assessing and recording children's achievements when they start at the setting. The evidence collated correlates well with individual children's outcomes as they develop at the setting. As a result, practitioners use the Foundation Phase profile accurately.

All practitioners record daily assessments appropriately, in the local authority's recording booklets. They discuss sensibly with the children what they need to do to improve their work during tasks. Practitioners have a good understanding of what children can do. However, they do not use daily assessments consistently enough to target the next steps in individual children's learning thoroughly.

The setting informs parents and carers regularly about their children's achievements at the end of the sessions. When they leave the setting for school, practitioners present an informative record on the children's progress to parents, which is based on their daily comments over time.

Care, support and guidance: Good

Practitioners offer positive opportunities to promote children's spiritual, moral, social and cultural development. They use group sessions effectively to encourage children to focus on each other's feelings and to act responsibly. This includes allowing them to talk in turn and to share equipment and food sensibly during snack times. As a result, practitioners promote values such as fairness and respect successfully.

There are valuable opportunities for children to reflect and say thank you each day. This creates calmness as children sit to listen to adults, wash their hands, say thank you for their food and wash and dry the cutlery and dishes at the end of snack time. By doing so, children take their turn politely when eating snacks and sharing milk and water around the dining table. The helper of the day has an opportunity to contribute purposefully when preparing and serving snacks and drinks.

There are useful arrangements to support children's health and wellbeing. Such arrangements support their learning effectively and contribute well to their overall development. The setting has efficient arrangements to promote healthy eating and drinking. Practitioners provide opportunities to grow cress in pots indoors. This supports children's understanding that fruit and vegetables are part of a sensible diet. Physical play challenges in the outdoor area encourage children to understand that exercise contributes well to a healthy lifestyle.

Practitioners provide regular opportunities for children to re-cycle paper, card, plastic goods and food. Junk modelling is an active part of the setting's day-to-day practices. This develops their understanding of sustainability successfully.

The setting is a safe environment and practitioners take good care of children when they arrive and when they are collected. This includes a well-organised self-registration system. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Practitioners use positive behaviour strategies beneficially. This ensures that children feel happy and safe in their company. They often ask practitioners for help and support, which they provide willingly.

The setting records children's starting points accurately on entry to the setting using the Foundation Phase Profile. Practitioners review children's progress regularly and it identifies and supports children with additional learning needs purposefully.

Practitioners work with appropriate agencies, when required, to provide support as soon as possible for children with additional needs.

Learning environment: Good

Practitioners promote a positive ethos through well-established daily activities and positive attitudes. As a result, everyone places a clear emphasis on recognising, respecting and celebrating diversity. The setting achieves this successfully by celebrating different festivals from all around the world, such as the Chinese New Year. Practitioners also encourage the children to play with dolls from different ethnic backgrounds and to discuss the differences and similarities between them.

Practitioners have a thorough understanding of each child and their individuality is recognised successfully. Their daily work challenges every child to improve their learning and to be considerate and caring. The setting is an inclusive community in which all children have equal access to all areas of learning and equipment, inside both the building and outdoors.

Practitioners use resources purposefully to meet the requirements of the Foundation Phase and individual children's needs. Effective resources are accessible to all children. This promotes their sense of responsibility successfully as practitioners delegate tasks, both indoors and in the open air. This includes covering the water tub, brushing up sand and tidying up the role-play area.

Practitioners provide regular opportunities to enrich learning tasks and use resources effectively. As a result, children apply their literacy and numeracy skills across areas of learning confidently, for example when mark making on chalk boards to note their names and when fishing for numbered milk carton tops to match with numbers in the water tub.

The stimulating outdoor area, in the school's grounds, includes growing and planting areas, climbing equipment and bug hotels for investigative tasks. The setting uses the gardens sensibly for physical play, which includes climbing wooden structures, balancing on beams and weaving between giant pencils. Practitioners use facilities in the local area purposefully, such as utilising village amenities and the park regularly.

The building is within the school building and is therefore of a suitable quality, well maintained and safe.

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

Leadership: Good

The leader promotes and sustains improvements successfully, in partnership with a purposeful management committee and the school. The leader and her assistant work effectively together. Her sensible leadership practices motivate others to make improvements in a positive and supportive way. The leader ensures that the provision for the children is interesting and purposeful.

The leader uses relevant and regular information about the setting to bring about improvements to its provision. She teaches effectively and models the Welsh language suitably in many tasks. She provides a positive direction to the daily and long-term practices of the setting and ensures the best use of practitioners' expertise. Such practices define different roles of responsibility clearly for practitioners, to promote successes within the setting.

The setting manages development planning well. The current areas for development include recording daily observations on children more effectively, targeting the next steps in children's learning more efficiently, improving the practitioners' use of Welsh and to continue with leadership and professional developments. Targets are set against suitable timescales and focus directly on ensuring robust provision to raise children's outcomes.

The management committee is an established body and its practices are effective. It plays an integral role in the operational life of the setting. The management committee has put in place a thorough level of quality assurance practices. Its monitoring processes are rigorous and robust and support the practitioners well. The leader conducts beneficial practitioner supervisions and appraisals and members of the management committee appraise the leader's work. As a result, practitioners receive relevant and informative training and this has a positive impact on the quality of provision.

The management committee receives useful information about the setting's day-to-day practices from the leader. Committee members are supportive, meet regularly and ensure secure financial management. They challenge the setting to sustain successful practices and support the setting sensibly to develop areas that require improvements.

Improving quality: Good

Self-evaluation is a regular part of the setting's improvement practices. Practitioners monitor children's standards and the quality of provision well, based initially on the local authority's scoring system for different areas of provision. The management committee plays an active role in the process and it highlights targets for improvement efficiently.

Effective co-operation and the information gathered regularly, in addition to the local authority's visits and evaluations, contribute well to this practice. As a result, the setting has made purposeful improvements over time. This includes implementing the Foundation Phase profile and engaging fully in following a strategy to improve the provision and children's outcomes in Welsh.

The setting's formal self-evaluation processes are developing appropriately. For example, they take into account the views of practitioners, parents and carers, the local authority and Mudiad Meithrin successfully. As a result, the setting's development plan identifies accurate areas for improvement. The leader and management committee prioritise expenditure well in line with the targets for improvement. Practitioners agree the targets and they change aspects of the provision collectively. However, the targets in the development plan do not always

derive directly from the setting's self-evaluation process. The self-evaluation report does not contain sufficient detail as to how and why certain areas need improving further.

All practitioners are keen to accept new ideas suggested by the local authority's advisory teacher, the support officers from Mudiad Meithrin and the school. They act on their advice consistently. This has led to sustained improvements, such as improving experiences for children in the outdoor areas, through the shared use of the school's facilities.

Partnership working: Good

The setting works with a range of partners to improve provision and affect children's standards and wellbeing positively. The impact of strategic partnerships on children's outcomes is significant, especially the setting's very strong links with the school. The setting is located in the school and has a very successful relationship with the school's staff and headteacher. This supports children's transfer arrangements purposefully. The arrangements for transferring assessments and personal information are effective and benefit the children as they settle smoothly at the school.

The setting's partnerships with the local authority and Mudiad Meithrin are also beneficial. Positive relationships with the local authority's advisory teacher and Mudiad Meithrin officers enhance the work of the setting, in both everyday tasks and administrative practices. A current initiative to improve children's Welsh is also supporting staff, as they develop accurate language patterns and phrases in everyday tasks.

The setting uses community links effectively to support and stimulate children's learning. This includes participating in school and village activities, such as visiting the post office to post a ninetieth birthday card to the Queen and attending the school's harvest festival in the chapel.

Practitioners work and liaise with a broad range of other partnership groups, which make a strong contribution to improving provision. These include agencies that support the setting with first aid training, food hygiene courses, safeguarding and behaviour management training.

Practitioners take active steps to involve parents and carers in the setting's life. The setting informs them regularly about all aspects of the setting's work. Practitioners encourage them to offer their own opinions on matters to improve the setting, which includes questionnaires and information sessions.

Resource management: Good

The leader and management committee focus directly on improving all aspects of the setting's work by leading practitioners effectively and allocating resources efficiently. They ensure that the setting has enough qualified practitioners with relevant training to meet the needs of the children successfully.

Performance management systems are thorough and focus sensibly on ensuring stimulating teaching practices. They also enable practitioners to develop and share their professional knowledge purposefully. This encourages them to work as a team for the sake of every individual child. As a result, a positive learning community exists, which has a strong culture of active collaboration, both within the setting and with other partners.

The setting manages resources creatively to support learning. This includes developing innovative role-play areas. These include a den made from a cardboard box and leaves and a reading tent, to stimulate and engage children in their day-to-day learning.

The management committee has a clear understanding of the budget and prioritises spending efficiently. Robust systems and practices create purposeful, regular and consistent improvements in provision. The setting ensures that the use of funds has a direct impact on the overall provision and on raising children's outcomes.

Due to the effective provision implemented by practitioners and the purposeful leadership of the leader and management committee, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Fewer than 10 responses were received. As a result, no data will be shown.

Appendix 2

The reporting inspector

Nicholas Jones	Reporting 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