



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

A report on

**Cylch Meithrin Llangelynnin
Henryd Community Centre
Ysgol Llangelynnin
Henryd
LL32 8YB**

Date of inspection: March 2016

by

**Dr Prydwen Elfed-Owens
Reporting Inspector**

for

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

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

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

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Context

Cylch Meithrin Llangelynnin, in the rural village of Henryd, Conwy, is a Welsh-medium nursery that is part of provision by Mudiad Meithrin in the Conwy local authority. The setting was established in 1995 and is situated within the grounds of the local Welsh-medium primary school.

The setting is open for five afternoons of the week and is registered to care for 15 children. At the time of the inspection eleven attended, two of them are funded by the local authority. The number of children who attend each session varies. The setting has not identified any children with additional learning needs at the time of the inspection. No children come from ethnic minority backgrounds and nearly all children speak English as their first language.

The leader has been in post since January 2009. The setting was last inspected by the Care and Social Service Inspectorate for Wales in January 2014 and by Estyn in May 2010.

Summary

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

Current performance

The setting's current performance is unsatisfactory. The setting's strengths are that:

- Children settle quickly and feel safe
- Children are happy and enjoy their time in the setting
- Parents are supportive
- There are good opportunities for children to learn about healthy eating

However, the areas that need to be improved outweigh the setting's strengths because:

- Provision does not always follow expected Foundation Phase practice
- Practitioners do not provide sufficient opportunities for children to think for themselves, to solve problems and to become more independent learners
- Practitioners do not offer enough purposeful opportunities for children to develop early literacy, numeracy and information and communication technology (ICT) skills
- Planning is not thorough enough or matched well enough to children's individual needs
- Children are not challenged enough, especially those who are more able
- Practitioners do not use assessment procedures well enough to inform next steps in children learning
- Practitioners do not model the Welsh language well enough
- The new assessment processes have not had time to impact positively on children's standards or provision
- There are issues of concern relating to wellbeing and hygiene that require attention

Prospects for improvement

The setting's prospects for improvement are unsatisfactory. The strengths are that:

- Leaders provide a safe and secure, attractive environment where children are happy and feel well supported
- The setting is suitably resourced to meet Foundation Phase requirements
- External partnerships have improved recently

However, the important areas that need to be improved outweigh the setting's strengths because:

- Leaders do not provide the setting with a purposeful strategic direction and their understanding of the quality improvement process is not good enough
- Leaders have not realised a key objective in their statement of purpose to provide every young child with an opportunity to benefit from early years' services and experiences through the medium of Welsh
- The setting has not addressed the majority of the recommendations from the previous Estyn inspection
- The management committee lacks a clear understanding of its role and responsibility
- Practitioners do not attend training sessions on a regular enough basis
- Very recent advice and guidance by the local authority and the Mudiad Meithrin has not had sufficient time to secure improvement

Recommendations

- R1 Ensure purposeful and regular opportunities for children to develop early literacy, numeracy and ICT skills across the six areas of learning systematically
- R2 Improve the development of children's Welsh language skills
- R3 Improve planning by including all practitioners in the process and ensure that tasks are challenging and matched to children's ability
- R4 Strengthen the assessment process by including all staff and use the information collected to develop children's learning
- R5 Develop the leader's strategic role and ensure that the management committee are aware of their duties
- R6 Ensure that the self-evaluation process is more inclusive and identifies aspects to be improved more thoroughly
- R7 Ensure that all staff attend training, and have opportunities to observe good practice, in order to improve their understanding of provision, teaching and leadership
- R8 Address the health issues highlighted during the inspection

What happens next?

I am of the opinion, and Her Majesty's Chief Inspector agrees, that focused improvement is required in relation to this setting. The setting will draw up an action plan which shows how it is going to address the recommendations.

Estyn will monitor the setting's progress on a termly basis.

Main findings

Key Question 1: How good are outcomes?

Not applicable

Standards: Not applicable

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

Wellbeing: Not applicable

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

Key Question 2: How good is provision?

Unsatisfactory

Learning experiences: Unsatisfactory

Practitioners provide children with an appropriate range of learning experiences across the six areas of learning both indoors and outdoors. Pupils have too few opportunities to develop their independence, for example by making choices and in finding their own solutions to problems.

Overall, children do not have enough opportunities to develop their early literacy, numeracy and information and communication skills (ICT) systematically. Practitioners encourage children to sing a range of songs and rhymes and promote an interest in books by providing a cosy area to listen to stories. However, there are not enough opportunities for children to develop early reading skills.

There are appropriate opportunities for children to develop mark-making skills using a range of different media such as pencils, pens and chalk. For instance, they make marks and patterns on a large rock in the outdoor area. However, practitioners do not ensure that children experience sufficient opportunities to mark-make across all areas of learning.

Planning for children's numeracy skills is at an early stage of development. Practitioners provide a few worthwhile opportunities for children to count, sort and match objects. For instance, in putting ducks in sequence in a trough of water and in placing small, medium and large spikes on a template of a character in a well-known story book. The recently improved outdoor learning area does not provide sufficient opportunities for children to recognise numbers in different context.

The provision for developing the children's ICT skills is unsatisfactory. Although the setting has recently introduced a tablet computer for children's use, staff do not encourage children to use ICT sufficiently in their play across the areas of learning.

The setting plans opportunities appropriately for children to learn about Welsh culture and traditions, for instance when they celebrate St. David's Day. All practitioners make appropriate use of occasional Welsh by giving simple instructions and orders.

However, practitioners' own use, confidence and understanding of Welsh is limited and they do not plan sufficient progression in children's learning of simple Welsh skills. Pupils therefore do not have a sufficient understanding of the language to respond appropriately in the story sessions. Practitioners do not provide Welsh speaking children with sufficient challenge and this impedes their language development.

Practitioners make appropriate use of visits and visitors to enhance children's experiences further, such as to the local library to listen to stories and on walks around the locality to learn about the world they live in. There are suitable opportunities for children to learn about other cultures, such as the Chinese New Year.

Teaching: Unsatisfactory

All practitioners create positive relationships with the children and, as a result, children settle in quickly, feel safe and trust the adults. However, practitioners' understanding of the requirements of the Foundation Phase is not sound enough. As a result, most tasks are adult-led and do not allow children sufficient opportunity to work independently and follow their own interests. Staff do not encourage children to develop their independence through taking responsibility to tidy up after an activity or after snack time.

Practitioners use a limited range of teaching strategies and do not always engage or challenge children sufficiently. Neither do they extend children's learning and interest through appropriate questioning and discussion well enough. Furthermore, the pace of sessions is very slow and, as a result, the majority of children become disinterested and disruptive. Practitioners do not manage this behaviour well enough. This is particularly true when the whole group listen to a story or during their snack time. In general, practitioners do not make enough use of the Welsh language and resort to speaking English to the children. Practitioners do not model language robustly enough and children's oral standards in Welsh are not good enough.

Recently, the setting has adopted the local authority's assessment procedures. Practitioners now assess all children on entry, make daily observations and keep records on the development of all children in the six areas of learning. This is starting to help practitioners to identify what skills children need to develop. However, this has not yet had time to impact on the setting's planning or on children's progress. Practitioners do not yet use assessment effectively enough to plan activities that reinforce and extend children's learning.

Parents receive examples of their children's work when they collect them at the end of sessions. However, the setting does not involve parents sufficiently in their child's learning and behaviour.

Care, support and guidance: Adequate

Practitioners take good care of children as they arrive and as they are collected at the end of the session. The setting successfully promotes healthy eating and drinking. For example, children wash their hands before eating and enjoy healthy snacks. There are some daily opportunities to take exercise in outdoor activities but this is limited because of the amount of space to run around freely.

There are currently no children in the setting with additional learning needs. However, the setting has suitable systems and policies to identify children's additional needs at an early stage.

Practitioners support children's spiritual development appropriately, fostering a sense of awe and wonder through nature study and growing flowers and plants in pots in the outdoor area. The provision for cultural development is appropriate.

Practitioners do not always promote children's moral and social development well enough. They do not establish clear rules and routines to manage children's behaviour effectively. Daily routines, such as circle time and snack time do not always provide worthwhile opportunities for children to develop important skills such as co-operation. Practitioners do not encourage children to develop their independence through taking responsibility to tidy up after activities or snack time.

Children develop a suitable awareness of other customs and beliefs, for example through celebrating Chinese New Year and through access to dolls of ethnic origin. Opportunities to develop children's understanding of sustainability are less well developed.

The setting has appropriate arrangements to ensure children's safety and procedures are well established. There are appropriate processes for checking the suitability of staff and others who are in contact with children. Practitioners have received recent training in child protection and are aware of their responsibilities. Therefore, the setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Learning environment: Unsatisfactory

Practitioners successfully create a welcoming atmosphere that enables most children to settle in quickly. Displays are colourful and include evidence of work and activities done in the past. However, they do not celebrate children's own work sufficiently.

Through daily activities and the attitude that is adopted by staff, the setting promotes a caring ethos. Staff know children well and recognise their individuality.

The accommodation is well maintained and secure. Since the last inspection, the setting has improved the layout of the outdoor area. Practitioners have added

adequate resources, for instance water and sand troughs, a see-saw, and a large smooth rock for children to experiment with their early writing skills. However, although children spend most of their time in the outdoor area, practitioners do not make the best use of the facilities and many of the activities lack clear purpose.

The small indoor area is somewhat cramped with furniture and is not always used to its best advantage. Practitioners have recently created learning areas to include a home corner and a carpeted area for listening to stories and looking at books. However, it is too soon to see the impact of this on the provision or standards. The room is small and the noise levels at times is unacceptable. This significantly affects the challenging behaviour of a few children and the staff's quality of teaching. The setting uses community resources suitably and practitioners periodically arrange visits to the local library and walks in the vicinity to enhance children's learning experiences.

The management committee was informed during the inspection about issues concerning health that need urgent attention.

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

Leaders have created a homely atmosphere where children are happy. However, there is a lack of strategic direction by the leaders which hinders the setting's development. Their vision does not focus enough on improving learning and wellbeing outcomes. Therefore, they have been largely unsuccessful in making and sustaining improvements. As a result, the majority of the recommendations from the previous inspection have not been met. Leaders do not ensure that the Welsh language is used and promoted consistently during sessions.

Leaders have not ensured that practitioners fully understand their roles and responsibilities. Not all practitioners are sufficiently encouraged to take responsibility for key areas or engaged in teaching and learning activities. As a result, they do not work well enough as a team that focuses on children's learning.

The management committee do not receive progress reports by the leaders and there is very little discussion on setting a strategic direction. They only meet informally and, as a result, do not have a sound enough knowledge of the setting's performance. Leaders implement national and local authority priorities, such as healthy eating well. However, they do not focus enough on developing children's literacy, numeracy or ICT skills systematically. Leaders are insufficiently aware of the Mudiad Meithrin's language policy and how this affects the language medium of the setting.

Improving quality: Unsatisfactory

The setting has not established a culture of self-evaluation successfully. The process is too dependent on the leader and does not involve others sufficiently. There is a lack of meaningful consultation with parents and the local primary school. As a result, the process is not thorough enough and does not result in a report

showing that leaders know the setting's strengths and weaknesses well. The report is too descriptive and is not sufficiently accurate, especially in its judgements on provision and leadership. Crucially, the report does not identify specific areas to be developed well enough. There is therefore no obvious link between the outcomes of the self-evaluation process and the targets in the development plan.

The improvement plan includes a focus on skill development. However, it does not focus clearly on improving standards of achievement and there are no clear targets. Financial resources do not link to priorities for action. There are no review procedures to evaluate what has been achieved from year to year.

Leaders have not secured sufficient progress towards fulfilling the majority of recommendations from the previous inspection.

Partnership working: Adequate

The setting has an appropriate partnership with parents and carers who value the informal contact with the staff. The leader greets all children when they arrive and is available to discuss any matters with parents. Parents receive useful information before their child starts at the setting and regular examples of their child's work during the term. However, although parents receive some relevant termly information they do not receive suggestions about what they can do to help their child at home.

Transition arrangements with the local primary school ensure that children settle well on transfer. However, this partnership does not focus as well as it could on sharing information on each child's development and progression.

The setting uses suitable community links to support children's learning. For example, they have established a link with the local library for story reading. The children walk around the village occasionally to look at different aspects of village life and seasonal changes.

The setting has supportive partnerships with the local authority's advisory teacher and the Mudiad Meithrin officer. Both have made frequent visits in a very short time since being allocated to the setting. They have given a wide range of advice and suggestions. However, the new systems and procedures are very recent and have had limited impact on the provision, self-evaluation or leadership at present.

Resource management: Unsatisfactory

Leaders ensure that the setting has enough practitioners with suitable qualifications. However, the setting does not make good enough use of all staff to support teaching and learning. They do not yet use practitioners purposefully enough to ensure that provision meets the requirements of the Foundation Phase and to challenge the children well enough. As a result, staff often do not develop children's literacy and numeracy skills or challenge them well enough.

Practitioners do not reflect well enough on their own performance. The setting has not ensured that the professional needs of staff are sufficiently met. The leader has

visited other settings to observe their practice, but practitioners do not attend professional training courses on a regular basis. As a result, Foundation Phase practice is not developed sufficiently well.

Practitioner's competence in the Welsh language is variable. They do not provide adequate structure to enable children to develop their literacy skills and use the language purposefully.

The setting's processes for staff appraisal are not implemented regularly. Recent feedback to staff is too descriptive and areas identified for training and development do not focus sufficiently on Foundation Phase requirements.

The setting is appropriately resourced to meet the needs of the Foundation Phase. Leaders have allocated suitable funds to improve resources in the outdoor area following the last inspection and recently to enhance ICT skills. However, there are weaknesses in how leaders use the resources to support the teaching and learning. Leaders do not have effective processes for managing and reviewing the impact of expenditure.

Considering the weaknesses in the provision and leadership, the setting provides unsatisfactory value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Denotes the benchmark – this is a 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.	15	12 80%	3 20%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	15	14 93%	1 7%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	15	13 87%	2 13%	0 0%	0 0%	0	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.	15	13 87%	2 13%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	18%	0%	0%		
Children behave well in the setting.	14	9 64%	5 36%	0 0%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	1%	0%		
Teaching is good.	15	11 73%	4 27%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	15	14 93%	1 7%	0 0%	0 0%	0	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.	13	9 69%	4 31%	0 0%	0 0%	2	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.	15	14 93%	1 7%	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.	12	11 92%	1 8%	0 0%	0 0%	3	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		

	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 am kept well informed about my child's progress.	15	11 73%	4 27%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	31%	5%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	15	13 87%	1 7%	1 7%	0 0%	0	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.	13	9 69%	4 31%	0 0%	0 0%	2	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	13 87%	2 13%	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.	13	6 46%	7 54%	0 0%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		63%	32%	4%	1%		
The setting is well run.	15	12 80%	3 20%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

The Reporting Inspector

Dr Prydwen Elfed-Owens	Reporting Inspector
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Copies of the report

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