



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

**Report following monitoring  
Level of follow-up: Estyn monitoring**

**Cylch Meithrin Llangwryfon  
Neuadd Santes Ursula  
Llangwryfon  
Aberystwyth  
Ceredigion  
SY23 4HA**

**Date of visit: May 2017**

**by**

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

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**The monitoring team**

Sheila Birkhead	Reporting Inspector
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## Outcome of visit

Cylch Meithrin Llangwryfon is judged to have made insufficient progress in relation to the recommendations following the core inspection in September 2015.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is increasing the level of follow-up activity.

Estyn inspectors will re-visit the setting in around three months to review progress against the recommendations.

## Progress since the last inspection

### **Recommendation 1: Embed planning procedures further to develop children's skills more systematically across the areas of learning**

Limited progress in addressing the recommendation

The setting uses the local authority's guidelines appropriately as a starting point for planning. This ensures that practitioners plan activities across all areas of learning. Recently, the setting has begun to use a format that has been adapted especially for it by the local authority, which ensures that practitioners show on which different skills they intend to focus each day. However, the leader prepares the plans at the beginning of each half term. As a result, she is unable to use information from assessment procedures effectively to ensure that children receive appropriate challenges. The leader identifies skills regularly in plans. However, these are too open-ended and generalised to ensure that children make sufficient progress. In addition, the setting does not have a system to record which skills they introduce in order to ensure effective progression.

During the visit, children were seen to have been divided appropriately into two groups for the focus task, according to their age. When planning focus tasks, the leader follows the local authority's guidelines to set different outcomes for children of different ages and abilities. However, the skills that are determined by doing so do not correspond to the main learning aim. This shows a lack of understanding of the process and limits its effectiveness. Plans for children's independent play are not specific enough and are not updated often enough to support their learning effectively.

### **Recommendation 2: Develop the use of children's assessment outcomes in planning the next stages in their learning**

Limited progress in addressing the recommendation

The wide range of ages and abilities of the children who attend the setting poses a challenge to staff in order to provide for them appropriately. Staff observe children regularly during focus tasks and while they play in the continuous provision. They keep appropriate records of observations, which create a useful picture of what the children are able to do. However, they do not succeed in using information effectively enough to identify their next steps. Assessments of what they do in focus

tasks also do not correspond closely enough to the learning aim to enable staff to identify the way forward for them successfully. The leader and assistant discuss assessments and steps forward informally each week. This is beginning to contribute to decisions about the resources that are offered in the continuous provision, and to a relevant evaluation of the effectiveness of the tasks. However, the leader does not make frequent or effective enough use of the information that is gathered during sessions to feed into plans.

The setting's staff keep detailed records when assessing mathematical tasks. However, these do not identify children's progress or the next steps for them clearly enough.

### **Recommendation 3: Establish more rigorous evaluation procedures to identify and address areas requiring attention**

Limited progress in addressing the recommendation

The leader has worked with the local authority's link teacher to ensure that the setting's self-evaluation identifies the appropriate issues. On the whole, the document is fairly evaluative, although it does not always identify evaluations clearly enough, particularly when discussing provision. Current committee members have only recently become a part of the self-evaluation work. As a result, they have not yet contributed effectively to the process in order to ensure consistent improvements. The leader has shared the self-evaluation document appropriately with the new assistant. However, the setting has not considered their opinion when producing the document in order to ensure that the evaluation is effective and inclusive enough. The setting shares Mudiad Meithrin's questionnaires with parents each year in order to give them an opportunity to share their views about the standard of provision. However, it does not currently have an appropriate method to ensure that all parents receive a copy. However, parents are given a suitable opportunity to share their ideas during the committee's meetings. The leader has given this good attention, which has led to beneficial experiences for children, including a visit to a fun-filled show before Christmas.

The setting's development plan includes suitable targets and an appropriate timetable, and shows who will be responsible for implementing actions. The setting has begun to make satisfactory progress against some targets, for example in making more use of the outdoor area. However, these improvements have not yet had time to become embedded. In general, it is too early to assess the plan's effectiveness and the setting's success in working towards the targets.

### **Recommendation 4: Address the health and safety issue discussed during the inspection**

Very good progress in addressing the recommendation

The setting has dealt suitably with the issue that was raised during the core inspection.

## **Recommendations**

In order to maintain and improve on this progress, the setting should continue to maintain the level of progress it has already made, and continue to address those inspection recommendations in which further progress is needed.