



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

A report on

**Cylch Meithrin Llanrhaeadr ym Mochnant
Ysgol Llanrhaeadr ym Mochnant
Llanrhaeadr ym Mochnant
Oswestry
Shropshire
SY10 0LG**

Date of inspection: November 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 Llanrhaeadr ym Mochnant is a Welsh-medium setting. It meets in the school hall in the village of Llanrhaeadr ym Mochnant, in Powys local authority. The setting provides education and care for children from two and a half to four years old between 8.45am and 11.45am, four mornings a week for 38 weeks of the year.

The setting is registered to admit up to 24 children per session. There are currently 14 children on roll, four of whom receive funded early years education from the local authority. English is the main home language of nearly all children at the setting.

Two experienced and qualified members of staff work at the setting, alongside one volunteer. The leader has been in post since 2012.

The setting was inspected by the Care and Social Services Inspectorate Wales (CSSIW) in April 2016, and by Estyn in February 2012.

Summary

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

Current performance

The setting's current performance is good because:

- The setting provides beneficial learning experiences that engage the children's interest successfully
- Practitioners plan jointly effectively in order to build on the children's previous experiences and learning
- Plans give effective attention to developing children's communication and numeracy skills
- Practitioners have a sound understanding of child development and the principles of the Foundation Phase
- All practitioners work together effectively as a team and support each other well for the benefit of the children
- The setting promotes eating and drinking healthily and keeping fit successfully
- The Welsh ethos at the setting is strong and is an integral part of the work
- Practitioners know the children well and have created a homely and communal ethos in a caring learning environment

Prospects for improvement

The setting's prospects for improvement are good because:

- The setting's standard of leadership and management is good
- The leader makes the most of any advice and guidance in order to maintain and improve the quality of provision
- Practitioners understand and fulfil their duties successfully
- The committee and the registered person contribute very purposefully to the management of the setting
- Practitioners, the registered person and the committee all contribute effectively towards improving the quality of the setting continuously
- The setting works successfully with a beneficial range of partners who contribute beneficially to the children's standards and wellbeing
- The leader ensures that all practitioners work effectively, and makes the best use of their experience and expertise
- The setting provides a good supply of beneficial resources, both indoors and outdoors, that respond to the requirements of the Foundation Phase effectively

Recommendations

- R1 Plan purposefully to develop and maintain the continuous provision
- R2 Plan systematically in order to promote children's information and communication technology skills

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?

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: **Good**

The setting provides beneficial learning experiences that engage the interest of nearly all children successfully, and meet the requirements of the Foundation Phase. Practitioners plan jointly effectively in order to build on the children's previous experiences and learning. They provide interesting activities that motivate nearly all children to discover for themselves, for example when they experiment with flashlights while role-playing in the 'spaceship'. Practitioners include children's ideas well in their plans by giving them opportunities to offer interesting ideas for nearly all themes.

The leader, alongside the other practitioners, plans effectively in order to develop the children's literacy and numeracy skills. They ensure continuity and progression in their planning for these skills, and build on previous learning successfully. However, although the children benefit from suitable opportunities to use information and communication technology (ICT) equipment, plans to promote children's ICT skills have not been developed as effectively. The setting provides beneficial opportunities for children to develop their physical, thinking and creative skills, including printing with leaves and making gloop.

The children are given valuable opportunities to choose their own tasks and activities in the indoor and outdoor areas. Focus tasks ensure that most pupils are challenged appropriately in line with their age and ability. However, provision to develop pupils' basic skills through continuous activities is not available regularly enough.

Children learn to treat all living things with respect and care when looking for insects in the garden. They are given various opportunities to treat people from all cultural backgrounds with respect, for example by celebrating the Chinese New Year and the Diwali festival. They learn about Welsh traditions and celebration well, including making cards for St Dwynwen's Day.

Teaching: **Good**

Practitioners have a sound understanding of the principles of the Foundation Phase and child development. As a result, they ensure an appropriate balance between

activities that are chosen by children and those that are directed by adults. Practitioners provide beneficial opportunities for children to learn through play, for example as they experiment in the mud kitchen and look for numbers in the sand. All practitioners work together effectively as a team and support each other well for the children's benefit.

Practitioners model the Welsh language well and make very beneficial use of the area's rich dialect. All practitioners communicate effectively with the children through the medium of Welsh. They encourage the children to try to respond in Welsh as much as possible in daily activities and routines; for example, circle time allows the children to develop their speaking and listening skills by responding to familiar questions and singing Welsh nursery rhymes and songs.

Practitioners use a range of strategies successfully to promote good behaviour and attract the children's attention. As a result, most are keen to take part in activities and to contribute effectively, for example when describing the weather or sharing cups during snack time.

The setting has effective arrangements for assessing children's progress. All practitioners praise the children verbally for their efforts regularly, and question them skilfully during activities. This has a positive effect on the children's self-confidence and develops their understanding and their language effectively. Practitioners observe the children daily and keep beneficial records on their development. They use this information appropriately to plan for the next stage in their education. Parents receive valuable information about their children's progress through regular discussions and comprehensive reports for the eldest pupils.

Care, support and guidance: Good

The setting promotes the importance of eating healthily and keeping fit successfully. Snack time reinforces this well and gives the children and staff a valuable opportunity to socialise with each other and foster valuable social practices. Children also learn about healthy food by cooking healthy meals, for example preparing vegetables for St David's Day 'cawl'. The setting makes beneficial use of visitors to reinforce the habits of healthy living successfully; for example, the dental nurse comes to speak to the children about the importance of cleaning their teeth.

The setting has robust arrangements for promoting moral, spiritual, social and cultural development effectively. Practitioners foster values such as honesty, fairness and respect successfully through daily activities and routines; for example, they reward children for sharing and treating others with respect or behaving well consistently. They take advantage of regular opportunities to promote the children's self-respect and confidence, and encourage them to discuss their feelings and take turns regularly. Beneficial opportunities are available for all children to learn about the importance of caring for the environment by recycling paper and cardboard.

The setting has robust processes for responding to the needs of children with additional learning needs. The leader works closely with the school and external agencies to ensure that appropriate procedures are implemented effectively, as necessary.

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 children are given equal access to all activities. Practitioners know the children well and have created a homely ethos and a caring and tolerant learning environment. The Welsh ethos at the setting is strong and is an integral part of the work.

The setting has a suitable supply of purposeful resources which support the principles of the Foundation Phase successfully. These include 'real' objects such as pebbles and twigs. The setting meets in the school hall and sets up all of the areas daily. These areas are attractive and are planned carefully in order to promote the children's literacy, numeracy and ICT skills. However, not all areas of the continuous provision, such as the playhouse, are available regularly. As a result, children are not given enough regular opportunities to develop their basic skills and their own interests.

Practitioners prepare colourful displays that include the children's work and celebrate their successes well. The setting is safe and kept clean.

The setting shares an outdoor area, which has resources of a high standard, with the school. Practitioners plan effectively to make the most of the resources that are available. Visitors and visits to local venues enrich children's learning experiences suitably; for example, children are given beneficial opportunities to go for a walk around the village in order to develop their awareness of their local area. Visitors, including parents and an officer from the fire brigade, share valuable information with the children and enrich their learning experiences successfully.

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

The leader is experienced, conscientious and organised. She has a robust vision that places a strong emphasis on ensuring children's wellbeing and progress, and on transferring the Welsh language effectively. She has succeeded in sharing this vision very successfully with all practitioners. She has high expectations for herself and the practitioners. They work together happily as a team, and everyone understands and fulfils their duties successfully. This contributes to an industrious ethos in which children and practitioners feel that they are valued. The leader makes the most of any advice and guidance in order to maintain and improve the quality of provision.

The committee and the registered person contribute valuably to the management of the setting. This includes ensuring that appropriate processes are in place to manage the performance of staff. The committee has worked purposefully to strengthen provision, for example by changing the time of the sessions to be more convenient for parents and carers.

The setting gives valuable attention to local and national priorities. It focuses effectively on promoting the children's literacy, numeracy and ICT skills, in addition to developing the outdoor provision.

Improving quality: Good

The leader, practitioners, the registered person and the committee all contribute purposefully to improving the quality of the setting. They share the same aim of creating provision of the highest standard for children. The leader and practitioners work effectively with the county's advisory teacher and act promptly on any advice or recommendations. This has led to improvements that have a positive effect on children's progress. An example of this is the strategies to encourage the children to respond orally in Welsh when choosing where to play. Practitioners are open to new ideas and use information from training courses regularly. The committee and the registered person have up-to-date knowledge of the setting's work. They receive information from the leader regularly and visit the setting informally regularly. As a result, they are able to offer appropriate support, as necessary.

Practitioners work together diligently to conduct a formal self-evaluation annually, and make beneficial use of the local authority's procedures. The setting offers a valuable opportunity for parents to share their comments through questionnaires and a written evaluation at the end of their child's time at the setting. The committee and the registered person contribute beneficially to the process by supporting practitioners effectively. As a result, the self-evaluation discusses the standards of learning and teaching appropriately and highlights the setting's strengths correctly. The report also identifies the priorities for areas for improvement successfully, and these are transferred to the development plan. Evaluations of previous plans show continuous progress, for example improving the quality of provision to promote the children's literacy and numeracy skills.

Partnership working: Good

The setting works effectively with a beneficial range of partners who contribute beneficially to the children's standards and wellbeing. There is a very good relationship between practitioners and the children's parents. Parents appreciate the standard or care for their children and their progress at the setting, particularly with their skills in the Welsh language. Practitioners communicate effectively with parents; for example, they offer an opportunity to discuss children's progress and any concerns informally at the door regularly, and share information through regular newsletters. Parents receive valuable information about the content of the term's plans and about daily activities. This allows them to play an active role in their children's education.

The smooth co-operation with the school is particularly valuable to the setting. The school offers a home to the setting in the hall, and shares the outdoor area, which enables practitioners to develop stimulating experiences for the children, including the mud kitchen. In addition, children and their parents benefit from becoming a part of the school community before they begin their formal education.

The strong partnership with the local authority's advisory teacher has a very positive effect on provision, and supports the setting's leadership effectively. The setting has a beneficial link with Mudiad Meithrin, for example by taking advantage of opportunities to receive training.

The setting makes a valuable contribution to the local community; for example, the children take part in the village carnival and visit a home for the elderly to sing carols. This makes a positive contribution towards enriching their learning experiences. In addition, the committee's fundraising activities offer fun social opportunities for families in the area.

The setting has effective arrangements for working with specialist agencies when children need additional support.

Resource management: Good

The setting makes efficient use of practitioners and resources to support teaching and learning. The setting has a sufficient number of practitioners with appropriate qualifications and relevant experience of working with young children. The leader ensures that all practitioners work effectively by making the best use of their experience and expertise.

Practitioners make the most of opportunities to attend training in order to develop their understanding and learn new learning and teaching methods; for example, as a result of recent training, the setting has developed its methods of assessing children and has offered fun experiences to promote their mark-making skills. Practitioners have adopted a more effective method of arranging the learning environment after visiting a nearby setting, and share good practice appropriately with other settings with the support of the advisory teacher.

The leader ensures a good supply of beneficial resources, both indoors and outdoors, that respond to the requirements of the Foundation Phase effectively. These include good quality books, suitable clothing for going outdoors, and building blocks of different shapes and sizes.

The leader and committee officers have a good understanding of the setting's financial situation. They manage expenditure effectively and work together to try to ensure sufficient funding for the setting; for example, by changing the time of the sessions, they have attracted more children to the setting.

Considering the standard of teaching, the leadership, and the provision for developing children's language, numeracy and ICT skills, 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.	12	12 100%	0 0%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	12	11 92%	1 8%	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.	12	12 100%	0 0%	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.	12	12 100%	0 0%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	19%	0%	0%		
Children behave well in the setting.	12	10 83%	2 17%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	0%	0%		
Teaching is good.	12	12 100%	0 0%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	12	12 100%	0 0%	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.	12	11 92%	1 8%	0 0%	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.	12	12 100%	0 0%	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	10 91%	1 9%	0 0%	0 0%	1	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.	12	9 75%	3 25%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	5%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	12	11 92%	1 8%	0 0%	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.	12	9 75%	3 25%	0 0%	0 0%	0	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.	11	8 73%	3 27%	0 0%	0 0%	1	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.	11	10 91%	1 9%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		63%	32%	4%	1%		
The setting is well run.	12	12 100%	0 0%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

The inspection team

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

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.