



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

**A report
on**

**Cylch Meithrin Llansannan
Ysgol Bro Aled
Llansannan
Conwy
LL16 5HN**

Date of inspection: June 2015

by

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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 Llansannan is a registered setting that meets in a room at Ysgol Gynradd Llansannan. It provides Welsh medium pre-school education for the children of Llansannan village and the surrounding rural area.

The setting admits children of all abilities and backgrounds to the session. There were no children with additional learning needs attending the setting during the inspection. Most children speak Welsh as the main language at home.

The setting provides two and a half hour sessions during four afternoons a week for three and four year old children. Seven three-year-old children are registered at the setting, five of whom receive funding by the local authority.

Children are taught by a leader and two practitioners who are appropriately qualified to teach the early years.

The setting was last inspected by the Care and Social Services Inspectorate Wales in February 2014 and by Estyn in June 2009.

Summary

The Setting's current performance	Good
The Setting's prospects for improvement	Excellent

Current performance

Performance is good because:

- the quality of learning experiences for promoting children's numeracy skills, thinking skills and problem solving skills, are excellent
- provision for promoting children's respect towards other cultures is excellent;
- imaginative activities appeal to children's interest and ensure their engagement in learning;
- frequent opportunities for children to take risks and develop as independent learners;
- practitioners ensure that all children play an active part in their learning;
- effective teaching and assessment promotes good learning; and
- the interesting and exciting learning environment promotes positive values and attitudes.

Prospects for improvement

Prospects for improvement are excellent because:

- excellent leadership gives the practitioners' work a strong sense of purpose;
- a wide range of partners make an excellent contribution to the quality of learning experiences;
- expectations for securing improvement are high but realistic;
- the setting is continuously self-evaluating and exploring ways of improving;
- self-evaluation has already led to improvements in aspects of mathematics and ICT;
- practitioners fulfil their roles effectively and make a key contribution to the quality of teaching and learning;
- setting is a strong learning community which has established a positive culture of collaboration; and
- the setting provides good value for money.

Recommendations

1. The setting needs to implement its procedures for monitoring teaching.

What happens next?

The setting will form an action plan showing how it will address the recommendations. Estyn will invite the setting to prepare a written case study to describe the excellent practice that was seen during the inspection.

Main findings

Key Question 1: How good are outcomes?

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Excellent

Foundation Phase principles are reflected very strongly in the quality of the learning experiences that are provided for children. Detailed and flexible collaborative planning enables practitioners to provide a wide range of imaginative activities that appeal to children's interest and ensure their engagement in learning. The strong emphasis put on learning through play encourages children to take risks, experiment with new experiences and to develop as independent learners. This is an excellent feature, which lays strong foundations for every child's future learning.

The development of children's literacy skills across all areas of learning is planned thoroughly by the setting with close attention given to the requirements of the National Literacy and Numeracy Framework. During collective sessions, children are strongly encouraged to share their experiences and to appreciate the contributions of others in the group. Role-play experiences, such as preparing soup, promote children's oral skills substantially. The book corner provides an interesting and comfortable location for encouraging children to take an interest in reading and there are numerous opportunities for mark-making for different purposes. For example, to write a letter of invitation to a party.

Provision for promoting children's numeracy skills as well as their thinking and problem solving skills are excellent. A notable example of this is the challenge children had of fitting a wide book into a narrow bag. Visits to places in the community such as a shop and contributions by members of the community who come to the setting to talk about their work experiences, further enhance children's numeracy skills.

The leader uses the outdoor area very imaginatively for setting different challenges for children. A notable example of this was the task children had of rolling a ball down a series of water gutters.

Provision and resources for promoting children's information and communications technology (ICT) are good.

Children's learning experiences reflect the Welsh culture of the area strongly. They have valuable opportunities to compete in the village eisteddfod, they visit the local shop frequently and benefit substantially from visit to the setting by people from the community.

Teaching: Good

Effective teaching and comprehensive assessment and recording procedures promote good learning.

Practitioners have a sound understanding of the Foundation Phase and are strongly committed to ensuring that children are active learners. Daily rules and routines are well established. This ensures that all children settle quickly, know what to expect and feel safe and secure. As a result, children are confident in trying out new things and are willing to learn from their mistakes. Relationships between practitioners and children are very positive.

Practitioners have high expectations of all children and use questioning effectively to extend children's learning and to challenge their thinking. They are good language role models and this ensures that children's oracy skills and vocabulary are enhanced and improved.

Effective teamwork ensures a consistency of approach in, for example knowing when to intervene in children's play and when to let children try things for themselves.

Practitioners know the children well. The practice of setting personal targets for children enables practitioners to keep an eye on every individual's progress during their time at the setting. Assessment outcomes are used very effectively for identifying children's individual needs and planning future activities. Through open days, informal chats with practitioners and by receiving a pictorial album of their children at work in the learning areas, parents obtain full and interesting information about their children's progress in the six areas of learning.

Care, support and guidance: Good

The setting promotes children's health and wellbeing successfully and supports their learning effectively. It makes appropriate arrangements for promoting healthy eating and drinking. The daily experiences children have of participating in physical activity in in the school hall and in the outdoor area, make a significant contribution to their physical development and fitness.

During sessions, practitioners emphasise strongly the need for everyone to be kind to each other, and to be honest and fair. This greatly helps children to differentiate between right and wrong. The regular opportunities for children through 'Helpwr Heddiw' (today's helper) to undertake responsibilities during circle time and snacks and to make their own choices about their learning. This contributes significantly towards their personal and social development.

Provision for promoting children's respect for the beliefs, attitudes and traditions of other cultures, is excellent. Visits by parents and members of the community who hail from foreign countries such as Japan and Mexico, enrich children's learning experiences significantly.

There are effective arrangements for recycling and avoiding waste.

Effective induction arrangements help children to settle down quickly and without difficulty at the setting. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Children's learning needs are noted in detail when they join the setting. Practitioners know the children well and act promptly when children and parents need to access professional help.

Learning environment: Good

The setting is an inclusive community where every child has equal access to all areas of learning and activities provided. There is strong emphasis on developing tolerant attitudes and ensuring that children and members of staff are free from any harassment. A notable feature of the setting is its interesting and exciting learning environment and the opportunities children have to develop positive values and attitudes.

There are sufficient resources to support children's learning across all areas of learning and skills. They are easily accessible to children and are used imaginatively by practitioners both indoor and outdoor to promote children's engagement and to ensure effective learning.

The outdoor area is used very effectively to interest children's curiosity and develop their skills. Activities such as planting vegetables and plant and solving practical problems, enrich children's learning experiences significantly.

Resources in the local community are used very purposefully to support learning in the classroom. The accommodation is of good quality and used extensively.

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

The leader guides the work of the setting extremely skilfully giving a strong sense of purpose to the practitioners' work. Expectations for securing improvement are high, but realistic, with the leader actively supporting and challenging all to do their best. She provides clear leadership to all staff during sessions and is continuously exploring new ways of raising standards and improving provision. These are excellent features that lead to learning experiences and teamwork which are of a high quality.

The leader's clear vision about learning and teaching has a very strong influence on the quality of practitioners' contribution and the setting's positive ethos. The strong sense of purpose, which she provides, promotes and sustains improvement very effectively. Practitioners have a clear understanding of their roles and responsibility and make a significant contribution to the quality of teaching and learning.

Relationships with children, parents and the primary school are very positive and contribute significantly to a sense of community.

Procedures for monitoring and appraising staff performance and identifying individual and whole-setting training and developmental needs are thorough and effective. They have a very positive impact on the setting's development.

Although sessions are very well managed, the proposed arrangement for monitoring teaching and learning are yet to be implemented.

The management committee is well informed about the setting's performance and fulfils its responsibilities diligently. It supports the setting as a critical friend and is influential in maintaining high standards and setting priorities.

Improving quality: Good

With the leader's purposeful management, practitioners are continuously self-evaluating and exploring ways of raising standards and improving the quality of learning experiences. As a result, they have a thorough understanding of the setting's strengths and the aspects they need to improve. The leader's practice of encouraging children to express their opinion about their learning experiences ensures that every individual has a strong voice in the setting's development. The self-evaluation process also considers carefully the views of parents and the management committee with the manager responding positively to any issues that they raise.

The setting benefits substantially from the professional advice and the quality reports of the local authority support teacher. The leader's practice of formulating a detailed action plan for implementing the recommendations made in the reports, leads to continuous progress.

The setting's self-evaluation report is of good quality and clearly identifies the setting's strengths and the aspects which need to be improved. The information which emanates from self-evaluation is used purposefully to form a development plan which identifies clearly the steps to be taken in order to bring about improvements. Practitioners are able to show how self-evaluation has increased children's use of mathematical vocabulary and strengthened their competence in ICT.

Partnership working: Excellent

A wide range of partnership activities makes an outstanding contribution to children's good achievements and welfare. Parents receive information about every aspect of setting's work regularly and practitioners take active steps to include them in all the activities arranged. The information handbook gives parents useful information about the setting's policies and procedures.

The extremely productive links the setting has with a substantial number of people in the village enrich children's learning experiences significantly and make an outstanding contribution to their personal, cultural and social development. These include voluntary organisations in the community, parents and staff from the Community Centre. These partnerships have helped children to learn more about the occupation of people such as farmers, doctors, firefighters and the police and to help them to plant vegetables and plants in the outdoor area.

There are very close and effective links with the primary school, which is also in the same building. This enables the setting to take part in a number of the school's activities and to use the school hall and playing field regularly for holding various activities. The very effective arrangements that are in place for sharing assessment information and good practice ensure that all children transfer smoothly to the school's Foundation Phase class when they have finished their time in the setting.

The close co-operation between the setting and the local authority support teacher contributes very positively towards improving the quality of provision and standards. Practitioners work together very effectively, share information about children and know whom to contact and when if children need additional support.

Resource management: Good

The setting is a strong learning community which has established a positive culture of collaboration. Practitioners are supported well by continuous professional development that enables them to update their knowledge and skills regularly.

The setting is staffed appropriately to teach the curriculum effectively. The leader uses staff time and experience effectively ensuring that the care and support children receive is of the highest possible standard.

The treasurer of the management committee keeps a detailed account of the setting's financial situation in order to ensure that expenditure is managed prudently in accordance with the setting's development needs. Spending decisions are evaluated constantly to ensure they have a direct effect on children's progress and wellbeing.

The management committee's ability to attract grant from different sources has enabled the setting to develop the outdoor area and to upgrade the provision for ICT. This has extended children's learning experiences and improved their ICT skills.

Bearing in mind the excellent quality of the learning experiences, the setting provides good value for money.

Appendix 1

Stakeholders' satisfaction report

Responses to parent questionnaires

There is no commentary on parental questionnaires as only a small number of responses were received

Appendix 2

The reporting inspector

Mr Wil Williams	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.uk)

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>
National Childminding	<p>This is a professional membership association working</p>

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Association (NCMA)	with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National (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.