



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

**A report on**

**Cylch Meithrin Penysarn  
Y Caban  
Ysgol Gynradd Penysarn  
Penysarn  
LL69 9AZ**

**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:

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

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**Publication date: 05/05/2017**

## Context

Cylch Meithrin Penysarn is located in a cabin in the grounds of Ysgol Gynradd Penysarn in the village of Penysarn, near Amlwch, in Anglesey local authority. The setting is registered to admit up to 20 children between two and a half and three years old. It offers sessions between 9.00 and 11.30am from Monday to Thursday for 39 weeks a year.

During the inspection, there were seven children on roll, two of whom are funded to receive early years education. There were no children with additional learning needs at the setting. A minority of children come from homes where Welsh is the main language.

Two qualified and experienced staff members work full-time at the group and the leader has been in post since January 2015.

The setting was last inspected by the Care and Social Services Inspectorate Wales in February 2015 and by Estyn in January 2010.

## Summary

<b>The setting's current performance</b>	<b>Good</b>
<b>The setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The setting is good because:

- Practitioners plan stimulating experiences across almost all areas of learning, which children enjoy
- Practitioners pay good attention to developing children's literacy, numeracy and information and communication technology (ICT) skills
- Practitioners have high expectations for all children
- Practitioners are good language models and promote children's linguistic development effectively
- There is a beneficial emphasis on developing children's health and wellbeing
- Practitioners offer valuable experiences to promote children's spiritual, moral and social skills
- Practitioners welcome children warmly and create a happy, lively and welcoming atmosphere at the setting
- It has a useful supply of interesting resources that meet children's needs well

### Prospects for improvement

The setting's prospects for improvement are good because:

- The leader is totally committed to offering children Welsh-medium education of the highest standard
- Practitioners work together effectively as a team
- Committee members and the registered person give valuable support to staff and children
- The leader welcomes guidance, advice and support from external agencies
- Practitioners share the same aim of improving the standard of provision for children continuously
- Practitioners have succeeded in fostering strong partnerships that are beneficial

## Recommendations

- R1 Plan regular and consistent opportunities to develop all children's skills outdoors
- R2 Make better use of visits, and visitors to the setting, in order to enrich children's experiences
- R3 Strengthen planning for improvement, by identifying clear actions, measurable success criteria, an appropriate implementation timetable and definite costs, and ensure regular opportunities to measure and evaluate progress
- R4 Extend practitioners' professional development by visiting other groups to observe good practice

### What happens next?

The setting will produce an action plan that shows how it will address the recommendations. The local authority will monitor the setting's progress.

## Main findings

### Key Question 1: How good are outcomes?

#### Standards:

#### Wellbeing:

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

### Key Question 2: How good is provision?

**Good**

#### Learning experiences: Good

Practitioners plan stimulating experiences across almost all areas of learning, which children enjoy. They base these on relevant themes including 'the farm', 'springtime' and 'at the seaside'. They maximise children's interest and previous experience in order to stimulate their curiosity and attract them to activities successfully.

Practitioners plan together carefully, ensuring that they offer regular and active opportunities for children to develop their skills across the curriculum. They include effective opportunities for children to be adventurous and experiment with new experiences as they prepare and mix ingredients for making pancakes and soup. Practitioners give increasing consideration to the needs of individual children when planning, by building appropriately on what they know already. However, the setting does not plan enough opportunities for developing children's skills outdoors.

The setting pays good attention to developing children's literacy, numeracy and information and communication technology (ICT) skills. They provide regular opportunities for children to extend their vocabulary, and to practise their communication and listening skills throughout the sessions. For example, the children use relevant vocabulary and repeat the story of Mrs Wishi Washi as they wash animals in the water tub. They are able to practise their mark-making skills as they experiment with sand, paint and chalk. Practitioners encourage children to enjoy books and help them to begin to recognise their names as they register in the morning. As a result, most of them develop sound literacy skills. Developing children's numeracy skills across all areas of learning is a prominent part of every session, in the areas and in focus tasks. As a result, children develop their numeracy skills, including mathematical language and the ability to count and match numbers, effectively. For example, children were heard talking about heavy potatoes and counting naturally as they played in the shop. Practitioners plan purposefully to teach children how to control a computer mouse and offer regular opportunities for them to become familiar with an electronic tablet. Appropriate attention is given to developing children's gross motor skills in a weekly practical session in the school hall and occasionally in the outdoor area.

The setting promotes children's awareness of Welsh traditions such as St David's Day and St Dwynwen's Day successfully. They introduce appropriate experiences to teach children about other cultures as they create festive candles and lanterns, and taste various foods during Diwali and the Chinese New Year.

### **Teaching: Good**

Practitioners have a sound understanding of the principles of the Foundation Phase and child development. They have high expectations for all children. As a result, children make good progress, particularly in their use of language and their ability to follow instructions. Practitioners manage children's behaviour positively, using consistent and constructive strategies, including using songs effectively to encourage children to wash their hands or help with tidying. They are good language models and facilitate children's Welsh language development successfully. This is a strong feature of the setting's work. Through patient and appropriate intervention, practitioners enrich children's experiences and extend their understanding effectively. They ask meaningful questions in order to challenge children to think for themselves.

Practitioners have a sound understanding of the importance of giving children opportunities to learn through active experiences. This is evident in the attractive and stimulating environment that they have created in the cabin. However, currently, the setting does not provide enough opportunities for children to learn outdoors. On the whole, they provide a beneficial balance between activities chosen by children and activities led by practitioners.

Practitioners know the children well. They assess them regularly and record observations and assessments to measure their progress conscientiously and appropriately. Following recent training, practitioners have begun to use the Foundation Phase profile for assessing children's starting point. This has contributed effectively to developing their ability to plan for the needs of individuals. They make increasing use of their observations to plan purposefully in order to increase children's knowledge and understanding systematically. However, this practice has not yet had time to become fully embedded in the work of the group.

Practitioners keep records on children in notebooks, and share information about their experiences and progress regularly with their parents. Parents also appreciate informal opportunities to ask any questions at the setting's door.

### **Care, support and guidance: Good**

Since they began working at the setting, practitioners have placed a successful emphasis on developing children's health and wellbeing. They have changed snack time effectively by offering healthy foods regularly and extending opportunities for children to develop their social skills. They teach children carefully about personal hygiene by washing hands before eating and brushing their teeth regularly. The leader has established useful strategies and sound expectations for managing behaviour and safeguarding children's wellbeing. However, although the children have weekly opportunities to exercise indoors, currently, they do not have enough outdoor experiences that enable them to nurture the habit of being out in the open air.

Practitioners offer beneficial experiences to promote children's spiritual, moral and social development. For example, by encouraging children to fulfil their work as Today's Helper, they develop children's self-confidence and self-image effectively. Following a visit by local authority recycling officers, the setting teaches children good habits by implementing recycling and re-use as part of daily work. The setting offers suitable opportunities for children to develop their understanding of their culture and identity; for example, they introduce traditional nursery rhymes and learn about indigenous customs and celebrations, such as Christmas. The setting's arrangements for safeguarding children meet the requirements and are not a cause for concern.

Although there are currently no children with additional learning needs at the setting, there are effective procedures for responding appropriately should the need arise. Practitioners keep regular records of observations. These contribute effectively to identifying any additional needs promptly. The leader has a constructive partnership with Mudiad Meithrin and the local authority link teacher and she makes the most of the help, advice and information they offer.

### **Learning environment: Good**

Practitioners welcome children warmly and create a happy, lively and welcoming atmosphere at the setting. They ensure that all children receive the same respect and attention and have the same opportunity to take part in all activities. By introducing appropriate resources such as multicultural dolls and books, they begin to teach children about diversity in an appropriate and relevant way.

The setting has a useful supply of interesting resources that respond well to children's needs. These include attractive books to accompany the theme, plants in the discovery area and real vegetables in the shop. Practitioners have arranged the room in an attractive, orderly and purposeful manner. This enables children to develop their skills successfully and provides valuable opportunities for them to reach for resources and work independently. There are attractive displays on the walls which celebrate children's work and support their learning effectively.

Practitioners use the school hall regularly to extend children's physical experiences. They also make occasional use of the school yard and field to give children the opportunity to work outdoors. The setting has its own designated outdoor area that has deteriorated recently. They have planned carefully to improve the quality of this area, and managed to raise funds to pay for resources and improvements. Since repair work has only just begun, children had no access during the inspection. On the whole, the setting does not make good enough use of visits and visitors from the local area to enrich children's experiences.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The leader is committed to offering Welsh-medium education of the best standard for children at the setting. She works purposefully and energetically with practitioners, the management committee, parents, and partners from the local community to



achieve this successfully. She has high expectations for herself, practitioners and children and this contributes substantially to the setting's organised, active and happy ethos.

The leader ensures that roles and responsibilities are defined clearly and divided purposefully between practitioners. This enables them to work together happily and successfully as a close team by supporting each other effectively.

The leader and the registered person administer the performance management system appropriately. They have begun to monitor the quality of teaching regularly. As a result, practitioners' confidence in their own ability has increased. This has enabled them to undertake new responsibilities and to improve the quality of their work, for example in storytelling or leading a group session. However, the outcomes of the monitoring procedure do not lead naturally to setting targets for improvement.

The setting pays good attention to national priorities. There is regular emphasis on developing children's literacy, numeracy and ICT skills in each session. The leader has registered the setting with the healthy and sustainable pre-school scheme and this has led to many beneficial improvements. For example, children have benefited from improvements to arrangements during snack time and in managing behaviour.

Members of the management committee supported the leader regularly as she took up her post two years ago. They continue to work together closely by contributing resources and helping with fundraising activities. The leader reports informally on the quality of the setting's work at regular meetings of the management committee.

### **Improving quality: Adequate**

Practitioners are familiarising themselves increasingly well with the local authority's self-evaluation guidance. They use its checklist appropriately to evaluate provision, children's standards and leadership annually. Through the use of Mudiad Meithrin's annual questionnaire, the setting gives appropriate consideration to parents' opinions. They have also begun to experiment with discovering children's opinions. As a result, practitioners are developing their awareness of the setting's strengths successfully, in addition to appropriate areas for improvement. However, this work is relatively new, it is not evaluative enough, it does not identify the impact of interventions and has not had enough time to become embedded fully.

The setting has a relevant development plan, which includes targets that arise appropriately from self-evaluation. However, practitioners are not working towards these targets in a way that is strategic enough to ensure the best progress for each target. The plan does not include actions that are clear enough, nor measurable success criteria. Nor does it allocate appropriate funding or set a timetable for monitoring progress regularly. As a result, practitioners are unable to measure the progress of the development plan carefully enough.

The leader welcomes guidance, advice and support from external agencies, such as the local authority link teacher, and acts promptly on any recommendations. She has worked purposefully towards renewing the outdoor area, and has succeeded in attracting funding and resources in order to begin the work. Practitioners share the same aim of improving the quality of provision for children. This has a positive effect, especially in terms of developing their literacy, numeracy and ICT skills.

### **Partnership working: Good**

Practitioners have succeeded in building strong partnerships that are beneficial for the setting. It has a robust relationship with parents and carers. Parents appreciate the regular opportunities to discuss their children's progress at the door, as well as information that is shared regularly through notebooks. They are ready to contribute to fundraising activities and to respond to requests for resources that enrich the setting's work.

The partnership with the neighbouring school enables children to have a weekly exercise session in the hall, and also to become familiar with the building. This nurtures their confidence before they move on to the next stage of their education. There is a strong partnership with the school's parent-teacher association, which enables the setting to participate regularly in fundraising activities.

The leader has developed valuable links with the local community. For example, the setting makes regular use of the library in order to find good-quality books to support themes. Practitioners benefit greatly from the support of the local authority link teacher and Mudiad Meithrin to improve provision and the setting's leadership for the benefit of the children..

### **Resource management: Good**

The setting is staffed appropriately to teach the curriculum effectively. Good use is made of opportunities for practitioners to develop professionally, including recent training on how to implement the Foundation Phase profile. The leader acquires new knowledge and skills regularly through her work in developing the group as a healthy and sustainable pre-school institution. Practitioners are beginning to reflect on their own practice as part of the self-evaluation process but, as yet, do not always identify appropriate areas for improvement. They share good practice with each other on a regular basis and are beginning to share their work with other settings through Mudiad Meithrin's communication site. However, they have not had an opportunity to visit other groups in order to receive and share ideas or to observe other working methods in action.

The setting's performance management system is developing appropriately, and meets staff development needs increasingly.

The budget is managed prudently, and the setting makes the most of every opportunity to raise money to contribute to improving the quality of provision. The leader makes regular requests for subsidies in order to ensure that the setting has enough appropriate learning resources, including ICT equipment.

Considering the quality of teaching, learning experiences, and leadership, the group offers good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Fewer than 10 responses were received. No data will be shown.

## Appendix 2

### The reporting inspector

Sheila Birkhead	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](http://www.estyn.gov.wales))

## Glossary of terms

<b>Areas of Learning</b>	<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"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<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>
<b>Foundation Phase</b>	<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>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
<b>Mudiad Meithrin</b>	<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>
<b>Professional Association for Childcare and Early Years (PACEY)</b>	<p>This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.</p>

<b>National Day Nurseries Association (NDNA)</b>	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
<b>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education