



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

A report on

**Cylch Meithrin Rhiwbeina
Bethel Baptist Vestry
Maes y Deri
Rhiwbina
Cardiff
CF14 6JJ**

Date of inspection: October 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 Rhiwbeina is a Welsh-medium setting in Cardiff local authority. It is held five mornings a week in the vestry of Bethel Chapel, Rhiwbina. The setting has five members of staff.

The setting's registration allows it to admit up to 24 children per session. Children from two to four years old are accepted. At the time of the inspection, no children were funded by the local authority.

Nearly all children are from a white British background and a minority speak Welsh as their first language. There are currently very few children with additional learning needs.

The leader took up the post in April 2009. The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in November 2013. Estyn last inspected the setting in December 2009.

Summary

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

Current performance

The setting's current performance is good because:

- Learning experiences are well-planned
- Effective teaching challenges children to improve their work
- Assessments move children forward to the next steps in their learning effectively
- The practitioners' diligent and tender care creates a happy environment
- A stimulating learning environment engages children's interest successfully
- High quality resources are available to each child
- There are robust relationships between adults and children
- Staff work together and focus diligently on improving children's standards
- Provision for the Welsh language is very effective

Prospects for improvement

The setting's prospects for improvement are good because:

- The leader sets a clear direction for the setting's work
- There are regular and appropriate self-evaluation systems
- Practitioners are keen to develop professionally and attend training
- There is effective use of support services
- There is active support from the management committee
- There is an effective relationship with parents and the local schools
- High quality resources are available to each child
- Sensible use of funding ensures improvement in provision, the building and the outdoor area

Recommendations

R1 Improve opportunities for children to develop their information and communication technology (ICT) skills

R2 Ensure that the setting's self-evaluation report identifies areas for development clearly and incisively enough

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?

Not applicable

Standards: Not applicable

Wellbeing: Not applicable

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 leader and practitioners provide a comprehensive curriculum that reflects the ethos of the Foundation Phase successfully. Learning experiences target children's needs and interests purposefully and provide opportunities for them to become independent learners. Practitioners work together effectively to provide flexible and exciting activities, and stimulate and motivate children to learn practically and creatively. They focus on developing children's physical, thinking and creative skills intelligently, for example by allowing them to climb on adventure equipment, ride bikes down a slope near the gardens and paint independently on an easel.

Practitioners plan learning experiences thoroughly. They discuss individual children's assessments in weekly meetings, and arrange themes and activities based on this. Children offer their personal ideas to enrich activities further. This contributes significantly towards their daily enthusiasm when learning through play.

The setting plans in detail to develop children's literacy, numeracy and thinking skills. Literacy and numeracy tasks are prominent in all areas of learning and challenge the children to perform at their best consistently. Children are given opportunities to nail different shapes to a board with a hammer, estimate how many bricks are in a tower and practise letters in a tray filled with salt. Activities such as these build systematically on children's current knowledge, understanding and skills. The provision of learning experiences is stimulating and they offer sensible continuity and progression in children's learning. They include challenges to solve problems with water pipes and playing different instruments in an orchestra.

The setting's provision for developing the Welsh language is of a high standard. All practitioners model language correctly and support children who are learning the language successfully. They encourage children to use Welsh as much as possible through meaningful activities with specific groups of children led by key workers. This is very effective as children are challenged and questioned by a key worker when responding to books before eating their snacks. The setting promotes children's awareness of Welsh traditions, celebrations and culture successfully. These activities include celebrating St David's Day and St Dwynwen's Day, making soup from the garden's produce and baking Welsh cakes and bread.

Provision for developing ICT offers opportunities to use cameras, electronic toys and tills. However, children are not challenged effectively through using educational software to develop their early ICT skills.

The setting makes beneficial use of visits and visitors to enrich children's learning experiences; for example, visits to the local community to visit a cafe and to play in the park, trips to the city's theatres on the train and to listen to a storyteller in the library, add interest to the curriculum. Visitors, which include the emergency services, mothers and babies, a postman and a milkman, teach the children purposefully about the roles of people in their community.

Practitioners provide interesting learning experiences that encourage children to treat people from all cultural backgrounds with respect and tolerance. This includes celebrating the Chinese New Year and Diwali each year. The experiences that are planned develop a better understanding of the world for the children.

Teaching: Good

All practitioners have up-to-date knowledge of child development, are knowledgeable about the requirements of the Foundation Phase and work together effectively. They greet the children warmly and enthusiastically as they arrive, and practitioners maintain this enthusiasm throughout the sessions. Practitioners manage children's behaviour positively and safely. This encourages children's participation and enjoyment successfully in all activities.

Practitioners have high expectations for each child and challenge children regularly in all focus tasks. They intervene purposefully in children's experiences and play in order to stimulate and motivate them fully. The leader and practitioners ensure a sensible balance between activities that are chosen by children and those that are led by adults. They understand the importance of providing extensive opportunities to learn through play, particularly in the outdoor area and gardens.

Children are encouraged purposefully to take part in various activities. This includes moving freely between the inside and outside of the building to experience all areas of learning and work with others on different types of challenges. Practitioners use questioning purposefully to develop children's thinking and communication skills. This is done when discussing the growth of sunflowers in the garden and how to cook sweetcorn and runner beans after harvesting them from the growing areas.

The setting's key worker system is very effective. Specifically, it targets Welsh vocabulary and language patterns successfully through regular reinforcement throughout the sessions. As a result, children's standards in the Welsh language increase quickly.

All practitioners complete daily assessments regularly and consistently and encourage children to assess their own learning. They then discuss sensibly with the children what they need to do to improve their work. Staff record evaluations and discuss them daily. This leads directly to planning tasks and children's future targets, and address the next steps in their learning successfully. As a result, procedures for assessing and recording children's achievements are efficient. All evidence corresponds appropriately with individual children's outcomes as they mature at the setting.

The setting informs parents and carers regularly about their children's achievements during the transfer time at the end of the session, and an open door policy reinforces this. At the end of their time at the setting, a comprehensive booklet of pictures, work and interesting annotations is available to parents.

Care, support and guidance: Good

There are efficient arrangements to support children's health and wellbeing. These arrangements contribute well to their development and general wellbeing, and support their learning effectively. The setting has robust arrangements to promote eating and drinking healthily. As a result, children understand that produce from the garden, such as apples and vegetable, are part of a sensible diet.

The setting offers positive opportunities to promote children's spiritual, moral, social and cultural development; for example, practitioners use collective sessions to focus on individuals' morals and consider each other's feelings. By doing so, they foster values such as honesty, fairness and respect successfully and reinforce their importance daily.

There are valuable opportunities for children to reflect, discuss feelings, say thank you and pray each day. This creates calmness as children sit to listen to adults, practice washing their hands and say thank you for their food. As a result, children take their turn politely when eating snacks and serving milk and water around the dining table. The helper of the day has an opportunity to help purposefully when preparing snacks and drinks.

Practitioners provide regular opportunities for children to recycle paper, cardboard, plastic and food. They also compost food in the composting area near the growing areas in the garden. This develops their understanding of sustainability effectively.

The setting uses positive behaviour strategies which eliminate any form of harassment or oppressive behaviour. Children are happy and safe in the company of adults and often ask for help and support without apprehension.

The setting is a safe environment and practitioners take good care of children when they arrive and when they are collected. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

The setting records children's learning needs thoroughly when they join and during their time at the setting. Children's progress is reviewed regularly and their starting points are identified rigorously by following the guidelines of the Foundation Phase profile. Therefore, the setting targets specific children with additional support purposefully. Practitioners discuss these with appropriate agencies as necessary, in order to provide support as soon as possible. The additional learning needs co-ordinator and the leader are very familiar with the necessary procedures to support children, and use them appropriately.

Learning environment: Good

The setting is an inclusive community in which all children have equal access to all areas of learning and equipment. Practitioners have a thorough understanding of each child and their individuality is recognised successfully. Practitioners' daily work is challenging, tender and careful.

The setting promotes a positive ethos through the daily activities and the attitude that is adopted by practitioners. Everyone places a clear emphasis on recognising, respecting and celebrating diversity. The setting achieves this successfully by celebrating different holidays from all around the world each year, such as the Chinese New Year and Diwali. The setting also uses dolls from different ethnic backgrounds to promote cultural differences effectively.

Resources are used purposefully to meet the requirements of the Foundation Phase and children's needs. Extensive resources are accessible to all children, and promote their sense of responsibility successfully by delegating activities in the garden when digging and harvesting vegetables. Continuous activities, focus tasks and opportunities to enrich tasks share learning resources effectively. Their use by the children has a positive effect on their learning, particularly when mark-making and arranging numbers to correspond to a specific number of objects in the building area.

The stimulating outdoor area includes growing and planting areas, climbing equipment and a shed for building equipment. The setting also uses the gardens sensibly for environmental investigations, such as bug and amphibian hunts. Practitioners also use facilities in the local area sensibly, such as the park, the village and the train.

The building is of a suitable quality, is well-maintained and safe.

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

The leader promotes and maintains improvements successfully. She manages planning, teaching and learning effectively and ensures that all practitioners have high expectations.

Caring leadership urges practitioners towards improvements in positive, sensible and supportive ways. The leader uses relevant information about the setting regularly to create improvements in provision, for example developing the shed and the building equipment, the planting areas and the light box to watch x-rays.

The leadership, which includes members of the supportive management committee, ensures that provision for children is interesting and purposeful. They ensure that practitioners understand their roles in full and work together enthusiastically as a team. This practice ensures the best use of practitioners' expertise. Practitioners receive relevant and appropriate training, and this has a positive effect on the quality of provision.

The management committee meets regularly and receives information about the running of the setting regularly from the leader. It provides beneficial support and challenge.

Improving quality: Good

A positive culture of self-evaluation permeates the setting's work. The leader and her colleagues have established consistent arrangements to monitor children's standards and provision. Effective and knowledgeable co-operation from day to day, along with staff meetings, contributes to this successfully.

Self-evaluation takes purposeful consideration of the views of practitioners, children, parents and carers, the local authority and Mudiad Meithrin. All of this benefits the setting in terms of gaining a fuller picture of provision. As a result, the self-evaluation report that derives from these processes identifies the setting's strengths well. However, areas for development, and the reasons behind them, are not identified clearly and incisively enough.

The leader takes purposeful steps to conduct effective practices and implement changes through action plans. The leader and management committee have a clear understanding of the budget and prioritise expenditure according to the steps that have been identified for improvement. Leaders have improved provision by adopting different strategies and receiving valuable advice from others. This includes designating key workers to specific groups of children during sessions, which has a positive effect on children's skills, particularly in the Welsh language.

Leaders are open to new ideas and willing to experiment with different ways of working. They are very willing to accept new ideas that are suggested by the local authority's advisory teacher and Mudiad Meithrin; for example, the advice on how to improve planning has had a good effect on the quality of learning experiences and teaching. This has a positive effect on children's learning and wellbeing.

Partnership working: Good

The setting works strategically with partners to improve children's standards and wellbeing, along with provision. Strategic partnerships have a robust effect, particularly the very strong link between the setting and the chapel that hires the building to them. They allow the practitioners to develop the gardens and conduct outdoor activities regularly.

The setting has successful links with staff at the school to which most of the children transfer. The nursery teacher visits the setting and this supports children's transition arrangements efficiently. Arrangements to transfer assessments and personal information are effective and beneficial to the children as they settle at school.

The setting works sensibly with external agencies, such as the local authority and Mudiad Meithrin. This positive relationship reinforces the setting's work and supports it actively with useful training and management documentation.

The setting uses community links effectively to support children's learning. This includes participating successfully in the city's events, for example visiting theatres and annual holidays. In addition, the setting works enthusiastically to support local and national charities, and this fosters tenderness and care among the children.

Practitioners work and liaise with a wide range of other partners, who make an important contribution to improving provision. These include agencies that support the setting with first aid training, food hygiene courses, risk assessments, Foundation Phase training and child protection training.

Practitioners take active steps to include parents and carers in the setting's life. The setting informs parents and carers regularly about all aspects of the setting's work. They also encourage them to express their views on issues to improve the setting through questionnaires and regular discussions. The setting listens to their ideas and implements changes, for example showing the practitioners' pictures on the noticeboard to create a better awareness of all practitioners' roles.

Resource management: Good

The leadership aims consistently to improve all aspects of the setting's work by managing staff and resources effectively. They have succeeded in ensuring that the setting has enough qualified practitioners with appropriate training.

Performance management systems are rigorous and lead to interesting learning experiences and robust teaching. They also enable practitioners to develop and share their professional knowledge purposefully. As a result, a strong learning community has been established, which has a culture of effective co-operation between practitioners and other partners.

The setting manages resources creatively to support learning, such as changing the use of some pieces of furniture to create a tent, or a table to create a stage for making marks on large pieces of paper.

The leader and management committee have a clear understanding of the budget, and they prioritise expenditure by identifying responsibilities and sensible timescales. They create regular improvements by discussing and funding plans for improvement purposefully. They are currently planning to restore parts of the building and improve the provision of ICT resources. The setting ensures that use of funding has a direct effect on children's standards and wellbeing, along with provision.

The setting provides good value for money because of the effective provision and purposeful leadership.

Appendix 1

The reporting inspector

Mr Nicholas Jones	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.