



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

**A report on**

**Cylch Meithrin Rhyd y Llan, Llanfaethlu  
Ysgol Rhyd y Llan  
Llanfaethlu  
Anglesey  
LL65 4PQ**

**Date of inspection: April 2018**

**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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## Context

Cylch Meithrin Rhyd y Llan is a Welsh-medium setting. It meets in a designated room at Ysgol Rhyd y Llan, which is a new school that opened in September 2017 in the village of Llanfaethlu, Anglesey.

The setting is registered to admit up to 22 children between two-and-a-half and three years old. Practitioners provide early years education for seven children who are funded by the local authority from January to July. The setting is open during term time between 9am and 11.30am on Monday, Tuesday, Thursday and Friday.

A minority of children come from Welsh-speaking homes. There are currently no children with additional learning needs at the setting.

Three members of staff, including the leader and a student, work with the children. The leader was appointed to the post in September 2017 when the setting opened on the new site.

The setting was last inspected by the Care Inspectorate Wales (CIW) in January 2018 and by Estyn in May 2012.

## 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's current performance is good because:

- Nearly all children are happy at the setting and develop a strong relationship with other children and practitioners
- Most children make good progress from their starting points
- Nearly all children's spoken language is developing effectively
- Most children's numeracy skills are developing successfully
- Nearly all children are well behaved
- Nearly all children follow instructions effectively
- The setting provides an interesting and rich range of learning experiences
- The setting arranges an interesting numbers of visitors and visits to enrich children's learning experiences
- Practitioners work together effectively as a team and support each other well for the benefit of the children
- Practitioners provide regular and beneficial opportunities to promote children's physical skills
- Practitioners know the children well and ensure that they have equal access to all activities

### Prospects for improvement

The setting's prospects for improvement are good because:

- The leader and the setting's committee have a strong vision to provide early education of a high standard through the medium of Welsh
- Everyone works together successfully as a team and understand their roles and responsibilities well
- The leader and practitioners are very willing to accept advice and guidance, and respond positively to ideas to improve the quality of their work
- The setting works beneficially with a range of partners and external agencies
- The setting has a strong link with the primary school

## **Recommendations**

- R1 Plan purposefully to enable all children to apply their skills increasingly across the six areas of learning
- R2 Provide regular opportunities for children to develop and pursue their own interests
- R3 Embed self-evaluation and planning for improvement procedures in order to ensure effective and continuous improvements

### **What happens next?**

The setting will produce an action plan to show how it will address the recommendations.

## Main findings

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

Good

#### Standards: Good

Most children make good progress from their starting points, particularly in developing their personal and social skills, and their language skills.

Over half of the children join the setting without any Welsh language skills. Nearly all children's oral language skills are developing effectively, for example as they follow instructions without difficulty when fetching a specific coloured beanbag from underneath the parachute. They use appropriate vocabulary to describe the journey of the characters of Jac y Jwc and Jini 'up' and 'down' the roads. Most children who speak Welsh at home use suitable vocabulary when playing, and speak confidently in sentences, for example when talking about the 'big blue tractor'. Most children enjoy experimenting and making marks, and many make marks for a purpose. Nearly all children listen attentively to a story and join in to recite familiar parts enthusiastically. Many choose books independently and handle them carefully, and develop positive attitudes towards reading.

Most children's numeracy skills are developing effectively. Nearly all count to five confidently, for example when singing a song about five jackdaws. A few more able children recognise the numbers one to three and count to at least ten correctly and consistently. Nearly all children match colours appropriately when playing with Sali Mali's buttons. Most use comparative language when choosing a 'big' or 'small' bottle in the water tub.

On the whole, many children's information and communication technology (ICT) skills are developing beneficially. For example, they are able to handle a digital camera confidently to take a picture of their work, and control a remote control toy with increasing effectiveness. Through weekly sessions in the hall and daily opportunities in the outdoor area, nearly all children develop very sound physical skills. They run and jump skilfully and develop good control when riding a bicycle. Most children's ability to handle small equipment, such as scissors and pegs, is developing increasingly effectively with practice.

Many children are beginning to develop their creative skills appropriately. When given an opportunity, most experiment confidently with glue and tissue paper, and make pictures with paint within limited tasks.

#### Wellbeing: Good

Nearly all children are happy at the setting and develop a strong relationship with other children and practitioners. Most are keen to join in with activities and show an interest in tasks. They respond positively to new experiences and talk enthusiastically about a recent visit to a local cafe. As a result, they develop beneficial attitudes towards learning. Most develop the ability to concentrate and persevere effectively for extended periods, for example when drawing a picture on the interactive whiteboard or filling and emptying containers of different sizes in the water tub.

Throughout the session, nearly all children follow the practitioners' instructions effectively and behave well. Most are thoughtful and polite, for example when saying thank you for a drink during snack time or playing together on the seesaw in the outdoor area. They develop their independence skills successfully when dressing for the exercise session and washing the dishes at the end of snack time. The children's increasing independence and positive behaviour are strong features of provision.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

Practitioners provide an interesting and rich range of learning experiences that are based on relevant themes, including 'The Farm' and 'Sali Mali'. These engage children's interest successfully. Themes lead to stimulating activities and learning experiences that meet the requirements of the foundation phase effectively. For example, practical opportunities are provided for children to apply and develop their skills by preparing soup, planting in the garden and making bird food. The leader plans carefully by using the authority's guidelines to ensure that children receive experiences across the six areas of learning. When evaluating the weekly plans, practitioners are beginning to identify the children's next steps. However, planning does not always ensure systematic progress in children's existing knowledge, understanding and skills.

The setting prioritises developing children's language and numeracy skills successfully. This includes ensuring a beneficial range of stories and songs to expand children's vocabulary regularly, and a good range of opportunities to strengthen their understanding of number. Practitioners also plan beneficial opportunities to develop children's physical skills both indoors and outdoors, and give suitable attention to developing children's creative skills. The setting provides regular opportunities for children to develop their ICT skills by experimenting with resources, such as a programmable toy, the interactive whiteboard and a digital camera.

Through stimulating and engaging activities, the setting develops children's knowledge of the world around them effectively. Various opportunities are provided for them to start to learn to respect people from different cultural backgrounds, for example by celebrating Diwali and the Chinese New Year. The setting's natural Welsh ethos is a strength.

The setting arranges a number of interesting visitors and visits to enrich children's learning experiences within the different themes. For example, the children's curiosity about dinosaurs was ignited following a recent visit to a local museum.

### **Teaching: Good**

Practitioners work together effectively as a team and support each other well for the benefit of the children. They manage behaviour positively and have high expectations of all children. One of the setting's strengths is the way in which practitioners model the Welsh language and immerse children in the language, and ensure that they make beneficial progress. They talk to the children regularly, share information and provide opportunities for them to respond to questions, which extends their thinking skills successfully.

On the whole, practitioners have a sound understanding of the principles of the foundation phase and child development. They provide regular opportunities for children to learn in the outdoor area and take advantage of every opportunity to develop children's skills in this area, for example when ensuring that children experience the frost on a cold morning. Practitioners lead tasks skilfully in order to teach the children new concepts and skills. However, they do not always provide enough opportunities for children to pursue their own interests and experiment independently in all learning areas.

Practitioners observe children regularly and assess their personal and social, mathematics, language and literacy, and physical skills. As a result, they know the children well and are beginning to respond appropriately to their individual needs by when presenting focus tasks. They use the foundation phase profile to keep a beneficial record of children's progress. Parents receive valuable information about their children's progress during their time at the setting through informal conversations at the door, and during special sessions twice a year.

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

The setting promotes the importance of eating healthily and keeping fit successfully. For example, children enjoy weekly opportunities to take part in exercise activities in the school hall. The setting makes beneficial use of external agencies to reinforce healthy living habits successfully. For example, it takes part in a scheme to teach children about the importance of brushing their teeth. The setting is beginning to teach children suitably about how to act sustainably by using a recycling bin for food waste.

There are effective arrangements in place for children's moral, spiritual and social development. For example, snack time provides a valuable opportunity for children to learn how to socialise with each other and take responsibility by acting as 'helper of the day'. There are many beneficial opportunities to develop children's awe and wonder for the world around them as they pick blackberries, marvel at the ice on the slide, and play with autumn leaves. By valuing each child's contribution, practitioners nurture values, such as treating each other with respect, successfully. On the whole, the setting provides suitable opportunities for children's cultural development.

The setting has robust processes to respond to the needs of children with additional learning needs, when necessary. Arrangements for safeguarding children meet requirements and are not a cause for concern.

### **Learning environment: Good**

There is a welcoming, warm and inclusive atmosphere at the setting, and all children are respected. Practitioners know the children well and ensure that they have equal access to all activities.

Children benefit from a beneficial supply of purposeful and attractive resources that respond to their needs effectively. These include interesting resources to support themes, for example a bed for Sali Mali in the small world area, and big and small shoes in the discovery area. Since moving to the new site, practitioners have experimented with the organisation of the learning environment in order to ensure the

best experience for children. As a result, overall, most of the resources and learning areas are within the children's reach. However, not all areas are always arranged in a way that allows children to pursue their own interests and immerse themselves in their work effectively. Practitioners include children's work in colourful displays that celebrate their successes well. They provide plenty of opportunities for children to see numbers and print in the environment in order to support their early reading and numeracy skills. Practitioners use the extensive outdoor area every day and develop the provision there enthusiastically. For example, they have recently added a mud kitchen that is very popular with the children and nurtures their thinking and social skills effectively.

The setting is safe and clean. Visitors and visits to local venues, including the nearby farm and cafe, enrich children's learning experiences highly effectively.

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

The leader and the setting's committee have a strong vision to provide early education of a high standard through the medium of Welsh for the community on the new school site. Since her recent appointment, the leader has provided effective leadership for practitioners, and has set high standards and expectations. She manages the setting's work methodically and conscientiously, and promotes and maintains improvements effectively. Alongside the committee, she has succeeded in creating an industrious ethos where practitioners and children feel that they are valued. As a result, everyone works together happily as a team and understands their roles and responsibilities well. This ensures that the sessions run effectively and that children make sound progress in their learning.

The leader communicates effectively and regularly with practitioners, both formally and informally. By keeping concise notes of the regular meetings, she is able to ensure accountability and track progress effectively. There are appropriate performance management processes in place at the setting, which make a valuable contribution towards sharing ideas and ensuring high expectations among the staff. The setting gives beneficial attention to local and national priorities. It focuses effectively on promoting children's literacy, numeracy and ICT skills, and ensures regular opportunities for children to learn in the outdoor area.

### **Improving quality: Good**

The setting's arrangements for identifying what it does well and what needs to be improved are developing soundly. The leader follows the advice and guidance of the county's advisory teacher effectively in order to evaluate the setting's recent work. This includes seeking parents' views and comments about the setting through appropriate questionnaires. As a result, the setting is beginning to understand its strengths and areas for improvement effectively. This has led to setting appropriate priorities that have already had a positive effect on the quality of provision. For example, practitioners provide more stimulating experiences in the outdoor area, including opportunities for children to plant and garden. The leader and practitioners are very willing to accept advice and guidance, and they respond positively to ideas to improve the quality of their work. They work effectively with the advisory teacher and act promptly on any advice or recommendations. Continuous quality

improvement practices are evident at the setting, for example as practitioners evaluate the weekly plans. The management committee's positive attitude towards ensuring good quality provision has contributed successfully to establishing the setting on the new site.

The setting has an appropriate improvement plan that includes purposeful targets. The plan identifies costs, responsibilities and a suitable timetable for action. However, the current staff have not yet had enough time to evaluate progress against the criteria meaningfully.

### **Partnership working: Good**

The setting works beneficially with a range of partners and agencies that contribute effectively towards raising children's standards and wellbeing.

There is a good relationship between all staff and the children's parents. Practitioners share information about the setting's activities regularly through social media and newsletters, in order to ensure that parents are aware of what their children are learning. They provide beneficial opportunities at the setting's door, and in meetings at the beginning and end of the year, to discuss children's progress.

The setting has a close link with the primary school. This contributes effectively to children's experiences. For example, children benefit from the regular use of the school hall for physical education lessons, and develop their self-confidence by taking part in the school's Christmas concert. The partnership also provides the leader with valuable encouragement and support.

The partnership with the advisory teacher and the local authority has a positive effect on the setting's provision and leadership. For example, practitioners benefit greatly from attending the local authority's training. The setting takes good advantage of opportunities that are provided by Mudiad Meithrin to enrich children's experiences, for example by taking part in fun activities, such as the 'pyjama party'.

### **Resource management: Good**

The setting is staffed appropriately to teach the curriculum effectively. The leader and the committee ensure that practitioners support learning skilfully by making the best use of their experience and expertise. Through the performance management system, the leader and the committee identify the staff's development needs appropriately and provide suitable opportunities for them to develop professionally. The setting has benefitted from training by the local authority and Mudiad Meithrin. This has had a positive effect on provision, for example by reinforcing the practitioners' commitment to the language immersion method and supporting them to select resources for the learning areas carefully.

The leader ensures that the setting has a good supply of appropriate and stimulating learning equipment. This includes attractive books, a colourful parachute and knitted resources in the cafe and the small world area.

The committee's treasurer manages the budget systematically and correctly, and makes beneficial use of Mudiad Meithrin's guidelines. In light of the children's robust standards, effective provision and purposeful leadership, the setting provides good value for money.

## 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>CIW</b>	Care Inspectorate Wales (CIW) is a division of the Department of Public Services and Performance in the Welsh Government.
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	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.
<b>Foundation Phase</b>	The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from three to seven years of age
<b>Foundation Phase child development assessment profile (CDAP)</b>	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012
<b>Local authority advisory teacher</b>	These teachers provide regular support, guidance and training to non-maintained settings that provide education for three and four-year-olds.
<b>Mudiad Meithrin</b>	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
<b>Professional Association for Childcare and Early Years (PACEY)</b>	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.

<b>National Day Nurseries Association (NDNA)</b>	This organisation 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