



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

A report on

**Cylch Meithrin Seiont a Pheblig
Cil Peblig
Noddfa
Caernarfon
LL55 2RS**

Date of inspection: May 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:

| 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 Seiont a Pheblig is a Welsh-medium setting that meets at Canolfan Noddfa, Caernarfon in Gwynedd local authority. The setting is open five mornings a week, between 9.10am and 2.45pm, and there are ten practitioners.

The setting's registration allows it to admit up to 26 children at any given time, and the setting admits children between two and three years old. Flying Start provides funding for the two-year-old children.

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

The leader took up her post in September 2013. The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in June 2014 and by Estyn in March 2010.

Summary

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

Current performance

The setting's current performance is good because:

- Most children show sound progress in developing literacy and numeracy skills from their starting points
- Many children are confident learners and behave responsibly
- Practitioners work together consistently to provide exciting and interesting activities, which improve children's learning
- Teaching is effective
- The practitioners' watchful care creates a purposeful learning environment
- All practitioners' consistent use of the Welsh language has a significant effect on children's speaking skills and understanding
- Both the indoor and outdoor learning areas engage children's interest and stimulation successfully

Prospects for improvement

The setting's prospects for improvement are good because:

- The leader provides a clear direction for the setting's day-to-day and long-term work
- The management committee's sensible support maintains successful provision, and ensures rigorous management of funding and consistent monitoring of the leader's and practitioners' practice
- Evaluation systems consider the views of everyone who is linked to the setting
- Practitioners' training is effective and has a beneficial effect on teaching
- Purposeful use of support services is beneficial to children and has a positive effect on their wellbeing
- Positive partnerships with parents, carers, local schools and external agencies support the next steps in children's learning purposefully

Recommendations

- R1 Plan challenging activities for the most able children
- R2 Ensure that all practitioners record observations regularly
- R3 Create a consistent link between self-evaluation and targets in the development plan

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Most children make good progress at the setting from starting points that are below average. They work together and with adults successfully to develop their literacy, numeracy and information and communication technology (ICT) skills.

Many children use language patterns and phrases purposefully, without prompting by adults, during informal play and focus tasks. They handle books in the indoor and outdoor reading areas like confident young readers. Most respond intelligently to practitioners' questions. This can be seen during plenary activities, such as responding to a story and when discussing the route of an electronic toy sensibly. When responding to the content of books in pairs, they understand the purpose of the pictures and discuss familiar characters effectively. Many children understand that different emotions and feelings exist and belong to individual characters, such as recognising the wolf as a villain in the story of the three little pigs.

Many children make marks effectively when experimenting with different media. They persevere purposefully with early writing experiences and use chalk on blackboards, their fingers in the sand and pencils on paper to practice numbers and letters successfully. Many older children recognise their own names and a very few children are beginning to form letters and numbers in recognisable forms.

Most children use mathematical language effectively while playing by using a hammer to nail different shapes to a board, and measuring the height of others with a tape measure. Many children recognise, name and count numbers to five independently. A minority count to ten and beyond correctly when sorting shapes and objects and using blocks to make a tower. Most children understand differences in size when examining insects, wheat, soil and pieces of wood with magnifying glasses. They explain the 'big' and 'small', 'tall' and 'short' objects successfully, and also whether an object is 'medium-sized' in comparison with the others.

Most children develop their use of the Welsh language effectively. They follow instructions that are given in Welsh successfully and many use the Welsh language frequently without any prompting by adults. Most children sing nursery rhymes and songs daily in Welsh enthusiastically. They use technology well when responding to challenges with tablet computers and electronic toys, tills, compact disc players and an interactive whiteboard. As a result, they use educational software to develop their thinking skills and ICT skills purposefully.

Many children choose equipment and materials effectively to solve practical problems. For example, they use glue and straw to create a picture of one of the three little pigs' houses, and spray different-coloured water to create a mural on paper in the outdoor area. Nearly all children enjoy listening attentively to music and respond enthusiastically to songs while dancing in the hall and making sounds with a variety of percussion instruments. They develop their physical skills effectively when climbing and sliding on outdoor equipment and driving different vehicles and bicycles outdoors.

Wellbeing: Good

Many children are confident learners and work independently during play activities. Most choose thoughtfully which areas of learning include their favourite activities. They explain sensibly which practical tasks are of most interest to them and whether they want to work indoors or outdoors. Most children are beginning to express their opinion and personal likes effectively. This is evident when they decide to continue with a specific task or begin a new activity of their choice.

Nearly all children relate well to adults and visitors as they arrive at and leave the setting. They show motivation and interest in their learning, and most focus diligently during tasks. They enjoy activities in all areas of learning and many children share and work sensibly with other children. Most children show positive attitudes towards new experiences, for example when using a light box to learn about numbers and letters and experimenting with water troughs.

Nearly all children are well-behaved and polite. They show respect when responding to adults and each other. Nearly all children listen sensibly to adults, for example when brushing their teeth together and when they sit in turn to eat their snacks. After using the toilet and muddy play, nearly all children wash their hands thoroughly without being prompted by practitioners, which shows their good understanding of the importance of hygiene.

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| Key Question 2: How good is provision? | Good |
|---|-------------|

Learning experiences: Good

The leader and practitioners work together frequently to provide exciting and interesting activities for children. They focus successfully on developing independent learners. They provide an exciting curriculum and learning experiences, which reflect the ethos of the Foundation Phase effectively. As a result, they motivate children to learn practically and to elaborate on their personal experiences. Useful examples are the purposeful investigation in the outdoor area when planting and growing flowers, strawberries and potatoes, and role-playing independently in the cafe kitchen.

All practitioners improve experiences for children through regular discussions. They arrange activities wisely and include opportunities to discuss, respond to books, make marks and practise with numbers and shapes in all learning areas. These varied activities build purposefully on children's enthusiasm as they apply themselves fully to focus tasks and learning through play. As a result, the setting provides conscientiously to develop children's literacy and numeracy skills.

Practitioners target children's interests sensibly. The planning process is well established and derives effectively from practitioners' assessments to target the next steps in individual children's learning. The link with the assessment process is clear and leads to targeting specific groups of children who need support, particularly in trying to improve their language skills. However, activity planning does not always challenge the most able children to perform at their best.

Provision to develop ICT skills is successful. The setting provides challenging opportunities to use a range of equipment, such as an interactive whiteboard, a compact disc player, electronic toys and tablet computers. Practitioners encourage children frequently to use Welsh educational software to develop their sense of the language and their early ICT skills. As a result, children use the equipment confidently and meaningfully.

Practitioners focus well on developing children's physical skills. They provide opportunities for them to climb and slide on adventure equipment, and play actively on bicycles and similar vehicles outdoors. These activities develop children's physical skills purposefully.

Provision to develop the Welsh language is very beneficial for children. Practitioners are good language models. Practitioners encourage children to use the language as much as possible through interesting activities, which include songs and linguistic challenges in the role-play areas. They question thoughtfully, stimulating children to respond sensibly and purposefully. The effect of this is that many children respond with familiar words and phrases soon after they start at the setting. They count, name colours and identify shapes intelligently and confidently in a short space of time. As a result, most children's understanding of the language develops significantly.

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, visiting local castles and farms, cooking leek soup and baking cakes.

The setting makes beneficial use of visits to enrich children's learning experiences. Experiences include trips to the town's castle, local farms, supermarkets, the forest and the park, and nearby businesses. Visitors such as dental hygienists, officers from the emergency services, a veterinary surgeon and road safety officers teach children purposefully about the roles of people in their community.

Teaching: Good

Practitioners have robust expectations and challenge most children successfully during focus tasks and continuous tasks. Practitioners usually ensure that children are highly motivated. Their presentations are lively, which stimulates children and holds their interest effectively.

All practitioners have up-to-date knowledge about child development. They are knowledgeable about the requirements of the Foundation Phase and work together effectively. All practitioners manage children's behaviour positively. This encourages children's participation and enjoyment in all daily activities successfully.

Practitioners can sense well when to intervene in children's experiences and play, which has a positive effect on children's desire to improve their work. As a result, practitioners motivate and lead children towards successes regularly. This can be seen as children persevere with pouring water while researching water flow through guttering, and as they explain the characteristics of different animals to each other when playing with the farm in the small world area.

Practitioners encourage children frequently to take part in various activities. They understand the importance of providing wide-ranging opportunities to learn through play and ensure that children rotate regularly to experience all areas of learning. They also question children purposefully to develop their thinking and communication skills. This is done successfully while discussing the order of numbers on a clock face, deciding on the sounds of different instruments in the music area and cooking with partners in the mud kitchen.

Procedures for assessing and recording children's achievements are effective. Evidence corresponds correctly with individual children's outcomes by using the Foundation Phase profile, as they develop at the setting. Practitioners discuss sensibly with children what they need to do to improve their work during activities. As a result, they use daily assessments consistently to target the next steps in individual children's learning. However, not all practitioners record daily assessments in the local authority's record books, which leads to the leader having too many records.

The setting informs parents and carers effectively about their children's achievements. Daily dialogue between practitioners and parents and carers supports this. At the end of their time at the setting, useful information is available to parents about their children's progress.

Care, support and guidance: Good

The leader and all practitioners create a reflective environment while providing positive opportunities for children to think, discuss feelings and say thank you. The effect of this is that all children quieten down to listen to a story, take turns intelligently and share equipment. As a result, children follow instructions sensibly when washing their hands, pouring a drink, choosing and sharing snacks and lining up to move to the hall. These systems provide valuable opportunities for each child to foster responsibility during their time at the setting.

The setting provides valuable opportunities to promote children's spiritual, moral, social and cultural development. Practitioners use plenary sessions, such as snack time and story time, to nurture these values. They ensure that children consider the feelings of their peers intelligently, treat each other fairly and respect others, including adults.

Practitioners provide regular opportunities for children to recycle paper, card, food, clothing, plastic goods, tins, bottles and to compost in the outdoor area. This develops children's understanding of sustainability successfully. In addition, there are efficient arrangements to support children's health and wellbeing. The setting operates an effective system to promote eating and drinking healthily. As a result, children understand that fruit, vegetables and exercise contribute to a sensible lifestyle.

The setting is a safe environment. Practitioners are watchful as the children arrive and when they are collected. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Use of positive behaviour strategies eliminates any disruption or unruly behaviour.

The setting records children's learning needs diligently when they join the setting and during their time there. They use assessment systems effectively to respond to individuals' needs. They refer children immediately to specialist agencies if specific intervention is needed, and provide one-to-one support when the need arises. As a result, practitioners review children's progress regularly, identify their starting points conscientiously by following the Foundation Phase profile, and implement purposeful support for children in need.

Learning environment: Good

The leader and practitioners emphasise regularly that we live in a society that acknowledges, respects and celebrates diversity. As a result, the setting promotes a positive ethos through its daily activities and practitioners' sensible attitudes. They teach children about the world's different festivals and cultures successfully; for example by celebrating Chinese New Year each year, reading African parables, using dolls in order to discuss the characteristics of different cultures and tasting food from all over the world.

Practitioners have a clear awareness of children's needs and the setting is a wholly inclusive community. All children are given equal opportunities to learn in the different areas and their individuality is recognised successfully. Practitioners challenge and support children daily in a positive and careful way.

The setting uses resources purposefully to meet the requirements of the Foundation Phase and children's needs. A wide range of interesting resources is used effectively in continuous activities, focus tasks and to enrich learning. Resources are at a practical level for all children, both indoors and outdoors, which promotes their sense of responsibility purposefully. The setting has enough ICT resources to develop children's skills successfully.

The building is of suitable quality, is maintained appropriately and is safe. All areas and rooms that are available to the setting are used effectively. Practitioners also use facilities in the local area sensibly, such as the estate, the town, the forest and nearby businesses.

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

The leader and management committee meet children's needs and celebrate their achievements successfully. As a result, the setting's objectives, plans and policies focus directly on providing effective experiences for children.

The leader is experienced and manages a well-established, committed, enthusiastic and fair team of practitioners. She uses relevant information about the setting to stimulate improvements in provision. Her vision ensures that teaching and learning are the main focus each day in order to promote and maintain improvements successfully. The effect of this is that she has high expectations of practitioners and children, which motivates everyone to improve sensibly and supportively.

The leadership, which includes the contribution of the management committee, ensures that provision is interesting and purposeful. They ensure that practitioners understand their roles in full and work diligently as a team. Supervision practices and robust annual evaluations are useful and make the most of practitioners' expertise. The leader and her team focus conscientiously on national priorities, such as developing literacy and numeracy strategies and succeeding with the new requirements of the Foundation Phase profile.

The management committee receives information about the setting's practices regularly from the leader, and it plays a practical part in the setting's daily life. It meets to organise fundraising activities and monitors funding regularly. The management committee challenges the setting sensibly to maintain consistent practice and to develop the areas in which further improvement is needed.

Improving quality: Good

The leader and the management committee, under the guidance of the local authority, have established consistent arrangements to monitor children's outcomes and provision. A positive culture of self-evaluation and regular improvements permeates the setting's work.

Information that is gathered each year through the local authority's quantitative system, in addition to the management committee's evaluations, contributes effectively to self-evaluation. The setting also considers the views of practitioners, parents and carers, and Mudiad Meithrin successfully. As a result, the setting has made meaningful improvements over time, such as developing opportunities to plant in the outdoor area and improving assessment systems. However, at times, the links between areas for improvement in the self-evaluation and the targets in the development plan are inconsistent.

The leader and the management committee prioritise expenditure sensibly, in line with the actions that have been identified for improvement. They agree on targets with practitioners and implement changes purposefully together.

All practitioners are keen to accept new ideas that have been suggested by the local authority and Flying Start's advisory teacher and Mudiad Meithrin's link officer. They act on their advice regularly. This leads to beneficial improvements, such as using the Foundation Phase profile to improve assessment practices, identifying relevant starting points for children and maintaining support from specialist agencies.

Partnership working: Good

The setting works successfully with partners to improve provision and children's outcomes. As a result, the setting has a range of effective strategic partnerships.

Practitioners take active steps to include parents and carers in the setting's life. Practitioners inform them regularly about all aspects of the setting's work. They are encouraged to express their opinion on issues for improvement through questionnaires and regular discussions. These community links promote children's learning successfully through visits, visitors and financial support. As a result, support is beneficial to the setting in bidding for equipment and relevant grants.

There are positive links with local schools. This supports children's transition arrangements to the next steps in their learning purposefully. Arrangements for transferring personal information and assessments are beneficial to children as they settle at their new schools.

The setting works successfully with external agencies, such as the local authority, Flying Start and Mudiad Meithrin. This reinforces the positive partnerships that exist. These organisations support by providing useful documentation and effective training. Practitioners also work and liaise with a wide range of other partners. These include agencies that provide first aid training, food hygiene courses, risk assessments, Foundation Phase developments and safeguarding children. These useful links make important contributions to improving provision.

Resource management: Good

The leadership aims consistently to improve all aspects of the setting's work. The diligent leader and supportive management committee use purposeful practices to enable practitioners to develop and share their professional knowledge successfully. As a result, they ensure that the setting has enough qualified practitioners by providing comprehensive training. Practitioners are deployed intelligently and resources are allocated efficiently.

Performance management systems are efficient and ensure interesting learning experiences and positive teaching practices. The setting manages resources creatively to support learning. This includes use of the centre's hall for physical activities and the outdoor area to explore, investigate and play energetically.

The leader and the management committee have a clear understanding of the budget and the challenges that are linked to it. They prioritise expenditure and use grants carefully and identify responsibilities and sensible timescales. Carers and parents also contribute regularly to funding the setting, through community fundraising events. As a result, they make frequent improvements by discussing and funding plans to improve purposefully. The setting ensures that the use of funding has a direct effect on provision and children's outcomes.

The setting is a positive learning community with a culture of improving children's achievements through effective provision, purposeful co-operation with partners and successful leadership. Therefore, 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. | 28 | 23 82% | 5 18% | 0 0% | 0 0% | 0 | Rwy'n fodlon â'r lleoliad yn gyffredinol. |
| | | 79% | 20% | 0% | 0% | | |
| My child likes this setting. | 28 | 25 89% | 3 11% | 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. | 28 | 23 82% | 5 18% | 0 0% | 0 0% | 0 | Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad. |
| | | 86% | 14% | 0% | 0% | | |
| My child is making good progress at the setting. | 28 | 22 79% | 5 18% | 0 0% | 0 0% | 1 | Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad. |
| | | 81% | 19% | 0% | 0% | | |
| Children behave well in the setting. | 28 | 16 57% | 9 32% | 1 4% | 0 0% | 2 | Mae plant yn ymddwyn yn dda yn y lleoliad. |
| | | 71% | 28% | 1% | 0% | | |
| Teaching is good. | 28 | 23 82% | 4 14% | 0 0% | 0 0% | 1 | Mae'r addysgu yn dda. |
| | | 80% | 19% | 0% | 0% | | |
| Staff treat all children fairly and with respect. | 28 | 23 82% | 4 14% | 0 0% | 1 4% | 0 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 83% | 16% | 0% | 0% | | |
| My child is encouraged to be healthy and to take regular exercise. | 27 | 20 74% | 6 22% | 0 0% | 1 4% | 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. | 27 | 22 81% | 5 19% | 0 0% | 0 0% | 0 | Mae fy mhlentyn yn ddiogel yn y lleoliad. |
| | | 84% | 15% | 0% | 0% | | |
| My child receives appropriate additional support in relation to any particular individual needs. | 25 | 16 64% | 5 20% | 0 0% | 0 0% | 4 | 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. | 28 | 21 75% | 6 21% | 0 0% | 1 4% | 0 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn. |
| | | 63% | 31% | 5% | 1% | | |
| I feel comfortable about approaching the setting with questions, suggestions or a problem. | 28 | 23 82% | 4 14% | 1 4% | 0 0% | 0 | Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem. |
| | | 80% | 19% | 1% | 0% | | |
| I understand the setting's procedure for dealing with complaints. | 28 | 15 54% | 9 32% | 2 7% | 1 4% | 1 | 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. | 28 | 19 68% | 7 25% | 1 4% | 0 0% | 1 | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol. |
| | | 73% | 26% | 1% | 0% | | |
| There is a good range of activities including trips or visits. | 28 | 20 71% | 7 25% | 1 4% | 0 0% | 0 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 63% | 32% | 4% | 1% | | |
| The setting is well run. | 28 | 23 82% | 4 14% | 0 0% | 0 0% | 1 | Mae'r lleoliad yn cael ei redeg yn dda. |
| | | 82% | 18% | 1% | 0% | | |

Appendix 2

The reporting inspector

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| 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

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| 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> |

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| 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 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. |