



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

A report on

**Cylch Meithrin Summerhill
New Road
Summerhill
Wrexham
LL11 4TY**

Date of inspection: June 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:

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 Summerhill is a Welsh-medium setting. It meets at the 'The Institute' in the village of Summerhill in Wrexham local authority. The setting provides education four mornings a week between 9.00am and 11.30am during term time.

The setting is registered to admit up to 19 children at any given time and admits children between two and four years old. A minority of three-year-old children currently receive funded early years education. Nearly all children come from white British backgrounds and very few speak Welsh as their first language. There are currently no children with additional learning needs.

The setting employs three qualified practitioners, including the leader. The leader began in post in September 2014.

The setting was last inspected by the Care Inspectorate Wales (CIW) in June 2017 and by Estyn in May 2011.

Summary

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 achieve soundly from their starting points
- Many children make consistent progress in their literacy, numeracy and information and communication technology (ICT) skills
- Many children show motivation when responding to engaging and interesting activities in all learning areas
- Most children behave well and are polite towards each other and adults
- Practitioners plan purposeful activities to develop children's literacy, numeracy, ICT, physical and creative skills
- Practitioners have sound expectations of each child and challenge children sensibly in line with their needs and abilities
- The practitioners' teaching and care nurture values such as fairness and respect successfully among the children
- Practitioners use resources purposefully to meet the requirements of the foundation phase and children's needs

Prospects for improvement

The setting's prospects for improvement are good because:

- The leader focuses effectively on improving provision and children's outcomes
- Stable self-evaluation processes ensure that provision and resources improve consistently over time
- Practitioners benefit from relevant training, which has a positive effect on provision and children's outcomes
- The leader makes effective use of external agencies, such as the local authority and Mudiad Meithrin
- There are purposeful partnerships between parents and carers and the local schools
- The management committee has appropriate practices to supervise and evaluate children's outcomes, provision and the effectiveness of practitioners and the leader

Recommendations

- R1 Build on children's understanding of the Welsh language to ensure that most respond regularly to practitioners' questions and discussions
- R2 Provide regular opportunities for all children to develop their independence during snack time
- R3 Ensure that the management committee's monitoring and evaluation practices are rigorous, regular and challenging in order to target consistent improvements at the setting
- R4 Create a robust link between the self-evaluation processes and the targets in the development plan

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
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Standards: Good

Many children make consistent progress in their literacy, numeracy and ICT skills from starting points that are, on the whole, lower than the expected average. On entry, most children's Welsh language skills are low.

Many children communicate clearly and make sure that adults and other children understand them. They respond to joint discussions by using English and a little Welsh. Many are confident when identifying weather features and ordering the days of the week in Welsh. As a result, they hold intelligent discussions with adults and peers as they build towers with blocks and paint symmetrical butterflies on an easel. Many children listen to instructions from others and act well on them. This can be seen as they pour water into troughs to move ducks from one end to the other, and as they search for insects with magnifying glasses in the outdoor area. Many children also express their feelings and choices well as they agree on which dinosaur to choose as their favourite, and which dishes to put on the table in the home area.

A minority of children express their views effectively while playing spontaneously or when they are under the guidance of an adult. For example, they snip spaghetti with scissors appropriately after picking it out of bowls with tongs. However, they do not use the Welsh language confidently enough while doing this and similar tasks, and English is the main language medium among the children and when they respond to practitioners' questions.

Many children show an interest in books when sitting to discuss the contents with each other and adults in the book area. They discuss characters and events sensibly with adults and peers, and handle books like confident readers. As a result, they respond with interest to the content of various stories, such as tales of children from all around the world.

Many children make marks purposefully with various media, such as chalk, crayons, pencils and paint. They enjoy their early writing experiences and a few try to write their names and orders from menus independently. A minority of children explain the purpose of writing sensibly and in the correct contexts, for example when making marks with crayons while following car journeys on long pieces of paper.

Many children use mathematical language effectively and in the correct contexts. They count, recognise and name numbers up to three effectively. Most children discuss the properties of different shapes well and identify the differences between them intelligently. Many choose relevant equipment and materials to solve mathematical problems successfully. For example, they use buckets and sand to compare full, empty and half-full. Many children compare two- and three-dimensional shapes and small, big and medium-sized objects confidently. They also arrange stickers well to match a particular number and group different types of objects by shape and colour purposefully, such as cars in the garage.

Most children are beginning to use technology successfully by using electronic tablets and toys, a light box, and voice recorder and cameras. They also use educational software and apps on tablets and the computer to develop their ICT skills and their fine motor skills effectively.

Most children use their physical skills successfully when climbing and sliding energetically on adventure equipment and riding vehicles and bicycles enthusiastically. Many children develop good thinking and creative skills through interesting activities that have a purposeful effect on their learning and the standards they achieve. They work intelligently with others when watering strawberries and beans in the planting areas, and use glue and coloured paper to portray a daffodil. They also listen to music, such as Welsh choral singing, attentively and respond enthusiastically to familiar Welsh nursery rhymes and songs. They make quiet and loud sounds with kitchen utensils in the outdoor area and explain the differences between them purposefully. They also sculpt with dough to reflect and compare the length of short, long and medium-sized caterpillars.

Wellbeing: Good

Nearly all children relate effectively to adults and visitors when they arrive at and leave the setting. Many show motivation when responding to engaging and interesting activities in all learning areas. As a result, they concentrate purposefully on their learning and achieve well.

Most children share and work sensibly with each other. They show positive attitudes towards new experiences, such as experimenting with water, planting vegetables, fruit and flours and outdoors, and recording each other's voices.

Most children are beginning to express opinions and personal preferences sensibly. This can be seen as they decide to continue with specific tasks or start new activities of their choice. They are intelligent when identifying which practical tasks are of most interest to them, such as digging in the sand or joining blocks of similar colours. As a result, many children are confident learners who work independently and conscientiously during play activities.

Most children behave well and are polite to each other and adults. They show respect and responsibility when responding sensibly to practitioners during circle time. Nearly all listen attentively to adults at the table during snack time and when they organise their bags and coats on pegs when they arrive at and leave the setting. After using the toilet, messy play and outdoor activities, nearly all children wash their hands thoroughly without much prompting from practitioners. They are sensible and know that hygiene is important to avoid infections in order to maintain a healthy lifestyle.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Practitioners provide a broad curriculum that reflects the ethos of the foundation phase effectively. All learning experiences meet children's interests and needs intelligently by providing valuable opportunities for them to learn productively. As a

result, they provide good opportunities for children to contribute their ideas towards planning during circle time and regular discussions when completing tasks. An effective example of this is the opportunity for children to lead discussions about the life cycle of a butterfly.

Practitioners plan purposeful activities to develop children's literacy, numeracy and ICT skills. They enable children to choose suitable equipment to solve practical problems that are associated with the current theme. For example, practitioners work well with children to discuss the characteristics of different dinosaurs and to cook creatively in the mud kitchen.

Practitioners plan engaging opportunities for children to express their own views and develop their creative and expressive skills successfully. They encourage children to role-play purposefully in the home area. They focus on investigative skills effectively in the discovery areas, such as providing opportunities to use magnifying glasses and taking pictures with cameras. As a result, these activities build systematically on children's existing understanding and skills effectively.

The setting's provision to develop the Welsh language is useful. Most practitioners are good language models. They support the children who are beginning to learn the language sensibly by repeating familiar words and language patterns frequently. They use Mudiad Meithrin's effective strategies to promote the use of Welsh. As a result, many children's understanding of the Welsh language is developing appropriately.

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 and cooking traditional meals.

Provision to develop children's ICT skills is purposeful. The setting provides sound opportunities for children to use a range of equipment, such as a laptop and electronic tablets and toys. All practitioners challenge children successfully. They use purposeful Welsh software and apps and educational hardware to develop children's early ICT skills and control of technological equipment successfully.

Practitioners focus on developing children's physical skills sensibly, for example by allowing them to climb and slide on adventure equipment and play energetically in the outdoor area. There is also an effective emphasis on developing children's creativity by experimenting with paint and role-playing in the mud kitchen and the construction area.

The setting makes beneficial use of visits to enrich children's learning experiences. Experiences include visits to the mobile library and walks in the local country park. A number of visitors visit the setting, such as officers from the emergency services, a member of staff from a supermarket in the town and a dental hygienist, who provide valuable opportunities for children to learn about the roles of people in their community.

Teaching: Good

All practitioners have a good understanding of the philosophy of the foundation phase and work together effectively to ensure that the requirements are met. They provide a wide range of opportunities for children to learn through play and hands-on experiences, both indoors and outdoors. As a result, all practitioners have up-to-date knowledge of child development and implement it intelligently.

Practitioners have sound expectations for each child and they challenge them sensibly in line with their needs and abilities. They intervene sensibly in children's play, where necessary, in order to ensure that they understand the task, and that they share and work with others. This motivates the children to perform at their best consistently during focus tasks and continuous activities.

Practitioners question the children well in order to develop their communication, number and ICT skills. They time plenary sessions effectively to hold each child's interest purposefully. As a result, children do not become restless during circle time and singing sessions.

Practitioners greet children warmly and energetically as they arrive, and this energy continues throughout the sessions. As a result, practitioners manage children's behaviour positively. This encourages children's participation and enjoyment in all activities successfully. Practitioners distribute their responsibilities between the indoor and outdoor areas. As a result, children are given suitable and continuous opportunities to move independently between the learning areas at specific times.

Procedures for assessing children's achievements are accurate and useful. Practitioners record daily assessments regularly and consistently. They discuss sensibly with the children what they need to do to improve their work during focus tasks. They record daily evaluations and discussions effectively in children's books. Practitioners link the evidence conscientiously with individual children's outcomes. This leads directly to planning tasks that target the next steps in children's learning well.

Practitioners share useful information informally with parents and carers at the end of the session. The setting provides parents with useful details about their children's progress before they leave the setting to go to school.

Care, support and guidance: Good

The setting provides positive opportunities to promote children's spiritual, moral, social and cultural development. Practitioners use plenary sessions enthusiastically, which encourages children to greet each other, reflect on other people's feelings and say thanks.

Practitioners' sensible teaching nurtures values such as fairness and respect successfully among the children. They reinforce the importance of these values in the setting's daily life as the children line up and take turns to wash their hands and share resources.

Use of 'helper of the day' allocates responsibilities to individuals and provides valuable opportunities for them to shoulder responsibility in turn. However, although

the children are given an opportunity to set the table in turn, they are not given enough opportunities to serve each other and their peers around the dining table each day.

Practitioners have effective arrangements for supporting children's health and wellbeing, and promote healthy eating and drinking soundly. These arrangements contribute effectively towards the children's overall development and wellbeing and support their learning successfully, such as treating each other politely when eating snacks. As a result, children understand that fruit and vegetables are a part of a sensible diet. They also discuss the importance of keeping fit and that activities to increase the heart rate in the outdoor area and the hall have a positive effect on their lives.

Practitioners provide regular opportunities for children to recycle paper, cardboard, plastic and food. This develops their understanding of sustainability purposefully.

Practitioners use positive behaviour strategies, which eliminate any disruption or unacceptable behaviour successfully. As a result, children are happy and safe in the company of adults and often ask for help and support to complete activities. The setting is a safe environment and practitioners take diligent care of the children when they arrive and 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 the setting and during their time there. Children's progress is reviewed regularly and their starting points are identified rigorously by following the foundation phase profile. The additional learning needs co-ordinator is very familiar with the necessary procedures to support children, and uses them purposefully to support individuals with specialist support. As a result, the setting targets specific children with additional support effectively, when the need arises.

Learning environment: Good

The setting is an inclusive community that promotes a caring ethos through all of its daily activities. Practitioners emphasise effectively that acknowledging, respecting and celebrating diversity are important in our society. The setting achieves this effectively by celebrating festivals from all over the world, such as the Chinese New Year, and studying the differences between the lives of children in our world.

Practitioners make sure that each child is given the same opportunity to benefit from engaging activities in the indoor and outdoor learning areas. As a result, practitioners identify individual's strengths well and respond conscientiously to their individual needs.

The setting uses a wide range of interesting resources to meet the requirements of the foundation phase and children's needs successfully. They use these resources very effectively in continuous activities, focus tasks and opportunities to enhance learning. They enable children to use the resources independently, and this develops their sense of responsibility intelligently.

The building is of good quality, clean and maintained effectively. The outdoor area is stimulating and includes growing and planting areas, and adventure and experimental equipment. Practitioners plan purposefully to use the area effectively. The setting uses the local area and the village successfully to add to the children's learning experiences, such as visits to the nearby park.

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

The leader is enthusiastic and leads the setting effectively. She has a purposeful vision, which ensures that teaching, care, the use of the Welsh language with children, and learning are sound. She works successfully with the other practitioners. Together, they provide conscientiously and maintain consistent practices in each session. They keep to a specific timetable and organise interesting learning areas both inside and outside the building. The leader's management procedures promote and maintain improvements beneficially, such as developing better provision in the outdoor area and improving ICT equipment and software.

The setting's objectives and policies focus clearly on ensuring effective and regular provision. Practitioners' dealings with the children are fair and kind. They have sensible expectations of each child in terms of their behaviour, their willingness to work and their achievements. They succeed in motivating them towards improvements positively and supportively. As a result, the practitioners' daily practices meet the children's needs and promote their successes intelligently.

The leader uses relevant information about the setting to ensure improvements to provision. This has recently included developing assessment practices by using the foundation phase profile, and making improvements to the learning areas. This includes providing engaging opportunities to make marks and experiment with numbers and shapes. As a result, the leader focuses appropriately on national priorities, such as developing literacy and numeracy strategies.

The leadership, which includes a stable management committee, ensures that the resources for children are interesting and up-to-date. The leader and one of the practitioners share the role of the registered person, and the two of them, more or less, lead the management committee. As a result, meetings do not have a specific enough focus and the management committee does not operate effectively enough as a critical friend.

The setting's daily procedures ensure that practitioners have a clear definition of their responsibilities. They are experienced and understand their roles fully, and work diligently as a team. The setting's arrangements for supervising and evaluating provision and the work of the practitioners and the leader are developing appropriately and beginning to have a positive effect on children's outcomes.

Improving quality: Good

The setting's self-evaluation procedures are developing well. The leader, under the guidance of the local authority, has established consistent arrangements to monitor children's outcomes and provision through consistent procedures over a period of

two years. As a result, the positive culture of self-evaluation has led to consistent improvements to the setting's work and provision. For example, it has developed the learning areas and the layout of the hall to provide focus tasks and activities to enhance children's learning purposefully.

Practitioners consider the views of each other, parents and carers, the local authority and Mudiad Meithrin effectively. As a result, obvious improvements have derived from these considerations, which have improved practitioners' daily assessments and teaching in relation to language patterns and vocabulary to enrich children's understanding of the Welsh language.

The setting's development plan identifies appropriate areas for improvement. The leader prioritises expenditure sensibly, in line with the actions that have been identified for improvement. However, targets in the development plan do not always derive directly from the setting's self-evaluation procedures. Although there are robust procedures in place, the self-evaluation report does not include enough detail about why some areas need to be improved further and how some specific targets have been set.

All practitioners are keen to embrace new ideas from the local authority's advisory teacher in relation to provision, and the Mudiad Meithrin officer about aspects of management. They act on their advice regularly. This leads to beneficial improvements, such as using the foundation phase profile intelligently to contribute to the assessment practices and identify relevant starting points for the children.

Partnership working: Good

The setting works effectively with a range of useful partners. The leader works closely with them to improve provision and pupils' outcomes. Links with the local authority and Mudiad Meithrin are well established. These partnerships support and challenge the setting to develop and improve its practices effectively, particularly in terms of improving assessment, planning thoroughly and meeting the requirements of the foundation phase. For example, practitioners use the expertise of external agencies to support individuals and specific groups of children well. These agencies also provide administrative support and up-to-date training to support the setting purposefully.

There are positive links with the local schools. This supports transition arrangements effectively. The setting uses thorough systems and visits to transfer children's personal information and assessments from one institution to the other. As a result, the arrangements are beneficial to the children as they settle in their new schools.

All practitioners take active steps to include parents and carers in the setting's life. They inform parents and carers regularly and effectively about all aspects of the setting's work, including through social media. The setting encourages them to give their views on issues to improve the setting through questionnaires and regular discussions.

Practitioners liaise and work with a wide range of other partners who make important and active contributions towards improving provision. These include agencies that support the setting with first aid training, food hygiene courses and child protection training.

Resource management: Good

The leader focuses directly on improving all aspects of the setting's work by deploying practitioners wisely and allocating resources effectively. She ensures that the setting has enough qualified practitioners, with useful training, to meet the children's needs purposefully. Performance management procedures are relatively new and are beginning to have a purposeful effect on the setting's daily practices. As a result, they now support the interesting learning experiences and positive teaching better.

The leader's management practices enable practitioners to develop and share their professional knowledge sensibly. Practitioners focus on providing engaging experiences and interesting resources to support children's learning well, such as ICT hardware and software, and growing and planting areas outdoors. As a result, the setting is a successful learning community, in which there is effective co-operation between all practitioners, which improves children's outcomes.

The leader and management committee use the budget intelligently and prioritise expenditure effectively in line with the targets in the development plan. They ensure that funding is used purposefully to improve provision and children's outcomes. They make sensible use of external grants to improve provision for children, such as a mud kitchen and attractive books.

The setting provides good value for money because of the positive progress that children make from their starting points, the purposeful provision that is available to the children, and the effective leadership.

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
CIW	<p>Care Inspectorate Wales (CIW) 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 three to seven 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 that 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)	<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>

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