



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

A report on

**Cylch Meithrin Talybont
Ysgol Gynradd Talybont
Talybont
Ceredigion
SY24 5HE**

Date of inspection: March 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 Talybont is a Welsh-medium nursery that is part of the provision of Mudiad Ysgolion Meithrin and the Ceredigion Early Years Development and Child Care partnership.

The setting was established over 40 years ago and has now been situated in the grounds of the primary school for 15 years. The children who attend the setting come from the village and the nearby rural area.

The setting provides for children aged between two and four years. At present, there are 14 children on roll, 12 of whom receive funded early years education.

The group is open four mornings a week between 9.00 and 12.00 o'clock and they provide lunch at school up to 12.30 pm for those children who wish to have it.

There are three members of staff. Leaders were appointed to their current posts in autumn 2015. They have suitable qualifications in the area of young children's education and care.

At the end of their time at the setting, the children will transfer to local primary schools where they will continue to receive their education through the medium of Welsh.

The setting was last inspected the Care and Social Services Inspectorate Wales (CSSIW) in May 2015 and by Estyn in March 2013.

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 make good progress in their skills
- Nearly all pupils show good attitudes towards learning
- Most behave well, and are courteous and considerate towards others
- There is a good working relationship between practitioners and children
- Practitioners provide a wide range of stimulating activities for children
- The community is happy and inclusive and places a high priority on children's wellbeing and safety

Prospects for improvement

The setting's prospects for improvement are good because:

- Leaders co-operate effectively and are committed to providing stimulating experiences and ensuring good standards
- Leaders create a happy and purposeful atmosphere for learning
- Practitioners co-operate well as a team
- The setting uses a range of partnerships successfully to improve outcomes for children
- The management committee fulfils its responsibilities effectively
- The setting provides good value for money

Recommendations

- R1 Develop the most able children's thinking skills and problem-solving skills
- R2 Ensure that the outcomes from the assessment process feed into the planning better
- R3 Formalise the minutes of leaders' meetings and ensure that they identify progress against the priorities that are identified in the development plan

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?

Good

Standards: Good

Most children make good progress in their skills during their time at the setting. They achieve well according to their ability, and persevere and concentrate appropriately in learning sessions. Many recall previous learning well and demonstrate good thinking skills, for example when thinking about how to get all the farm animals into the trailer when there was not enough room for all of them. Most are able to work independently and make decisions effectively.

Most of them listen well to instructions and stories and respond appropriately, for example to the story of Alun the bear and the big game. Many join in Welsh language songs and rhymes confidently and this enriches their vocabulary and understanding. A good and notable feature is the way in which many children converse naturally in Welsh during their play sessions.

Most children show good interest in books. They handle books carefully, speak confidently about them in their mother tongue and make sense of pictures, for example when discussing characters in the story of Hwpla the rabbit. Most children recognise their name in print. Many children develop their early writing skills effectively and confidently by making marks and they have an increasing understanding of the purpose of writing.

Most count to 10 confidently and the best ones count further, up to 15. Good examples are the way in which they count how many children are present at registration time or reading a book about numbers. Most children take part enthusiastically by singing songs about numbers. Many identify and name basic two-dimensional shapes correctly, including circles, triangles and squares.

Most children are familiar with digital toys and cameras with batteries and handle tablets skilfully. Many children's physical skills are developing well. Children's practical skills, along with their ability to cut and use glue have developed successfully, for example when they cut out an Easter egg shape with scissors. Although many children's thinking skills and problem-solving skills have been developed effectively, this is not true in relation to the most able children.

Children develop a good understanding of the culture and traditions of Wales by celebrating St David's Day, for example. Children dress appropriately, make 'cawl' and take part in an eisteddfod.

Wellbeing: Good

On the whole, children enjoy coming to the setting and are keen to take part in the activities that are arranged for them. Most children settle in quickly and choose activities independently.

Most concentrate and persevere to complete a task successfully. They show motivation and take a full part in their learning, especially in focus activities under the guidance of adults, such as jabadao activities.

Nearly all pupils show good attitudes towards learning. Most children have the confidence to work independently. They respond enthusiastically to questions from adults.

Most behave well, and they are courteous and considerate of others. Children's social skills are developing appropriately as they play and eat together. They show tolerance and a willingness to share, for example playing in the birdwatching hide outside and sharing objects such as binoculars.

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

The setting has effective plans to provide a wide range of stimulating activities for the children. Practitioners plan jointly effectively every fortnight. This ensures that they are able to adapt the plans appropriately to consider any changes or local events. The activities that are provided pay beneficial attention to all areas of learning and fulfil the principles of the Foundation Phase in full. Plans are detailed and identify clearly focus activities and other enriching activities.

Varied activities are arranged inside and outside to gain children's interest successfully. Opportunities are provided for children to foster their literacy, numeracy and information and communication technology (ICT) skills regularly and this leads to good standards in these areas.

In order to develop the children's literacy skills, especially in Welsh, practitioners provide purposeful and effective opportunities for them to sing a range of songs and rhymes and to extend their interest in books. They have regular and effective opportunities to identify their names through self-registration.

Activities for developing children's numeracy skills are effective. They include, for example, worthwhile opportunities for them to sort and match objects and use mathematical vocabulary including large, small, full and empty as they play in the sandpit area outside. They have regular opportunities to count how many children are present during registration sessions.

The children have valuable opportunities to use digital equipment, including palm top computers, cameras and listening equipment.

Interesting and regular activities are planned daily to develop the children's creative skills and their skills in handling small equipment.

Good and regular opportunities are provided for children to choose particular activities that they want to undertake in the outdoor area or indoors. This develops their ability to make decisions for themselves and to begin to work independently.

Practitioners plan valuable opportunities for visitors to visit the setting regularly to speak to the children about their experiences. They also arrange visits to places of interest for the children. This provides valuable opportunities for them to learn about their local area and the world in which they live.

Good opportunities are planned for children to learn about the culture and traditions of Wales, such as celebrating St. David's Day on the first of March. As part of this work, they learn about traditional Welsh clothing and foods. Provision to expand pupils' understanding and knowledge of other cultures is developed well, for example by celebrating the Chinese New Year.

Teaching: Good

There is a good working relationship between practitioners and the children. This enables them to settle quickly on entry to the setting and to feel safe there. The range and quality of teaching methods is effective. Regular and effective use is made of purposeful questioning in order to engender the children's natural curiosity. Practitioners lead the learning and manage groups effectively by ensuring that the children are clear about what is expected of them. Practitioners ensure that children persevere and stay on task for specific periods successfully.

There is an appropriate balance between activities that are chosen by the children and others that are led by an adult. The flow of sessions moves appropriately and practitioners provide effective motivation for the children. The children's behaviour is managed effectively. Practitioners use praise successfully by giving oral feedback and using stickers to reward good efforts.

Staff know the children well and, as a result, they are sensitive to their needs. There are beneficial arrangements in place to assess children as they enter the setting and to record their progress in the six areas of learning comparatively regularly. Practitioners discuss jointly and share information about the children's progress regularly at the end of each week. However, these arrangements are a little informal, and to date they are not used regularly enough to influence planning in order to move learning forward successfully.

The setting informs parents of their children's progress effectively through informal discussions, formal meetings and through giving them transfer forms at the end of the children's time there.

Care, support and guidance: Good

The setting is a happy and inclusive community that places a high priority on children's wellbeing and safety. There is a warm and welcoming atmosphere in which staff create a homely environment for the children. There are beneficial arrangements in place to encourage the children to eat and drink healthily and to take part in physical activities, for example by balancing on grates and wooden planks in the outdoor area.

There are effective arrangements to support children's spiritual, moral, social and cultural development. Experiences such as the Chinese New Year celebrations

contribute successfully to the children's spiritual development. A beneficial variety of learning experiences is provided to foster the children's values, such as honesty, fairness and respect, and principles are promoted to help the children differentiate between right and wrong regularly. Simple rules of behaviour in some areas, such as the jabadao corner, have been established and accepted well, leading to a harmonious learning environment. Children are encouraged to take responsibility, such as helping to clear and tidy the room at the end of sessions. The relationship that exists between the children is good and they learn to share and take turns appropriately.

Provision to develop the children's understanding of sustainability is appropriate. Children have regular opportunities to recycle waste food and paper separately.

The setting has appropriate policies and procedures in place for safeguarding children. Staff have received appropriate training. As a result, the setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

There are suitable arrangements in place to support the children who have additional learning needs and the setting uses additional support from support services as needed.

Learning environment: Good

The setting is a warm and inclusive community in which the working relationship is good and ensures that the children feel that they are appreciated. Practitioners provide interesting and stimulating experiences for children which hold their attention successfully.

The learning room has been designed well for the various appropriate learning areas. There is a good variety of attractive displays and photographs that celebrate the children's efforts and achievements well. There are numerous good quality resources which are specific to the children's age. The learning areas are defined clearly and provide interesting and effective learning zones in order to develop learning effectively. The outdoor provision has been developed effectively to include a number of exciting learning zones such as the birdwatching hide, a roofed sandpit area and a mud kitchen.

The setting is safe, the doors are kept locked and no-one is able to enter or leave unannounced.

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

The new leaders co-operate effectively and are committed to providing stimulating learning experiences and ensuring good standards. They have succeeded in sharing this vision with all practitioners so that they have a good understanding of their daily roles and duties. Leaders promote the principles of co-operating as a team effectively. This develops a very caring and welcoming ethos in which everyone is

happy. Through informal discussions, leaders ensure that practitioners know individual children's needs well and develop a good range of rich experiences for them. However, the minutes of leaders' meetings are too informal and procedures for monitoring progress against targets in the development plan have only begun comparatively recently and it is necessary to formalise these further.

One of the setting's strengths is that the management committee is stable and includes representatives of a number of institutions in the village. The setting benefits greatly from the fact that leaders of nearby schools are members of the committee and give professional and practical support. The committee funds additional hours in order to enable the leader to plan, write reports and prepare. The committee's meetings ensure that long-term strategic issues are discussed in addition to day-to-day arrangements for activities such as money-raising activities. They have ensured that arrangements are in place to ensure that all parents are aware of the setting's praise and complaints systems.

The setting pays good attention to local and national priorities such as living healthily, and ensures that there is a clear focus on developing children's literacy and numeracy skills.

Improving quality: Good

Leaders build purposefully on the culture of self-evaluation that exists at the setting. They discuss regularly with practitioners how to improve provision and speak with children about their favourite things and things they dislike. Parents also have an opportunity to express an opinion through questionnaires and there is an opportunity for them to share their ideas in a specific box. External evaluations are used purposefully in order to focus on raising standards and improving provision. As a result, the self-evaluation process is successful and the report shows that new leaders know the group well. At the end of each section, leaders identify that which needs to be developed further. They transfer this information to the development plan and ensure that the relationship between the two documents is robust. There is evidence that improvement plans are already having a positive influence on provision, especially in terms of developing the outdoor area and ICT.

Partnership working: Good

The setting has developed effective partnerships with a range of partners. These partnerships have a positive effect on the children's standards and wellbeing and on the quality of provision and leadership.

Partnerships with parents are robust. The setting provides purposeful information for parents on what children learn through daily informal contact, emails, a page on a social website and newsletters that outline the setting's themes. There are good arrangements for introducing new children to the setting and, as a result, they are happy and settle in quickly. Parents and the local community support the setting consistently through fund-raising activities and concerts. In this way, the setting ensures resources to enrich the children's experiences, such as equipment for the outdoor area.

The partnership that exists with the local school with which the setting shares a building is an obvious strength and, as a result, the children are very familiar with the school's procedures before they start there. This partnership has a positive effect on the children's standards and wellbeing, enables the setting to use a wide range of resources and enriches practitioners' professional understanding. Similarly, the very close partnership that exists with the Cylch Ti a Fi (Welsh-medium play group) helps those children to feel safe when they transfer to the nursery group.

A constructive partnership with the local authority's advisory teacher and the Mudiad Meithrin development officer, and Welsh language officer supports continuous improvement at the setting.

Resource management: Good

The setting makes efficient use of staff and resources to support teaching and learning. Leaders ensure that the setting has enough staff with suitable qualifications to work with young children. Practitioners take advantage of a suitable range of useful training to build on their skills and help them to improve provision for children's learning. They use practitioners effectively and make the best use of their experience and expertise. This contributes successfully to raising standards and ensuring children's wellbeing. The setting shares resources purposefully with the local school. A good example of this is sharing computers, large equipment, instruments and blocks.

Leaders produce a financial balance sheet annually, which is checked externally and brings together the information in an annual report to the Mudiad Meithrin. They allocate funds appropriately to respond to the setting's priorities and use money efficiently to ensure that the group remains sustainable.

Considering the positive outcomes achieved by children, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Denotes the benchmark – this is a 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.	15	12 80%	3 20%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	15	12 80%	3 20%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	15	14 93%	1 7%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	15	11 73%	4 27%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	19%	0%	0%		
Children behave well in the setting.	15	11 73%	4 27%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	1%	0%		
Teaching is good.	15	12 80%	3 20%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	15	13 87%	2 13%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		84%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	13	9 69%	4 31%	0 0%	0 0%	2	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.	15	13 87%	2 13%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	13	10 77%	3 23%	0 0%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		
I am kept well informed about my child's progress.	15	7 47%	8 53%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	31%	6%	1%		

	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 feel comfortable about approaching the setting with questions, suggestions or a problem.	15	12 80%	3 20%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	14	6 43%	8 57%	0 0%	0 0%	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.	15	10 67%	5 33%	0 0%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		74%	25%	1%	0%		
There is a good range of activities including trips or visits.	14	10 71%	4 29%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		63%	32%	4%	1%		
The setting is well run.	15	13 87%	2 13%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

The inspection team

Elonwy Evans	Reporting Inspector
Maldwyn Pryse	Team Inspector

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.