

A report on
Cylch Meithrin Terrig

**Ffordd y Llan
Trenddyn
Flintshire
CH7 4LN**

Date of inspection: 6th April 2011

by

Mr Eifion R Morgan

for

**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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court
Keen Road
Cardiff
CF24 5JW

or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Queen's Printer and Controller of HMSO 2011: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Context

Cylch Meithrin Terrig is located in Ysgol Terrig – a Welsh medium primary school, in the village of Trenddyn, Flintshire. The Cylch benefits from having complete use of a classroom in the school and access to the school yard. This arrangement ensures a good level of security as visitors, parents and carers must gain access to the school building before approaching the Cylch. It also means that children can move smoothly onto the next stage in their education, as most attend this Welsh medium school.

Children are able to attend this well established Cylch in the month following their second birthday and leave in the term of their fourth birthday. The Cylch is open during term time from 9 a.m. until 11.30 a.m. on four mornings a week (not Tuesday). Currently there are 10 children on the register, 3 aged three years, of whom 1 is funded. The Cylch is registered by the Care & Social Services for Wales (CSSIW) to accommodate a maximum of 16 children.

Three staff are employed – they are well experienced and have attended a wide range of relevant training courses.

The classroom occupied by the Cylch is an attractive environment for the children. It is spacious and suitably furnished with tables and chairs. It is warm and well lit with displays of children's work on the walls. A notice board near the entrance gives parents and carers useful information about the Cylch. Children have access to the outside school yard where they play on large toys and with sand and water.

Children attending the Cylch come from the village and immediate rural locality. None are disadvantaged, none are from an ethnic background and currently no child has been identified as having additional learning needs (ALN). The Cylch, however, is well provided for accepting children with additional learning needs. No child comes from a home where Welsh is the predominant language spoken and all are English speaking.

The Cylch was recently inspected by the CSSIW (2010). There were no major recommendations. It is affiliated to the Mudiad Ysgolion Meithrin and in 2009 received the award of Cylch Rhagorol.

It has not been previously inspected by Estyn.

Summary

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

Current performance

- * Staff are good role models and as fluent Welsh speakers have a positive impact on children's language development.
- * Staff work together effectively and provide the children with interesting learning experiences.
- * Links with parents and the community are very good and make a positive contribution to children's learning and to their ability to speak Welsh.
- * The Cylch is very effective in promoting children's wellbeing and a healthy life style.
- * The Cylch has an inclusive, friendly and homely ethos that children enjoy and offers all children equality of opportunity.

Prospects for improvement

- * Staff have a positive attitude to change and to providing the best possible learning experiences for the children.
- * Staff are receptive to new ideas and have successfully implemented the Foundation Phase curriculum for children's learning.
- * Staff have made best use of training opportunities and this has had a beneficial effect on the taught curriculum.

Recommendations

R1. Refine assessment procedures so as to identify the next steps in children's learning.

R2. Produce detailed learning plans that clearly identify progression and continuity in learning and based on children's prior attainment.

What happens next?

The provider will produce an action plan that shows how it will address the recommendations.

Main findings

Key Question 1: How good are outcomes?	Not applicable
---	-----------------------

Standards: Not applicable

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

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

Learning experiences: Adequate

The day-to-day curriculum is well designed to interest children and to provide them with worthwhile experiences.

The three adults are involved in planning and delivering the curriculum and it is well designed to meet the philosophy of the Foundation Phase of children's learning.

The planning incorporates good and worthwhile opportunities in the Cylch's day-to-day working for children to develop their social skills. Children form good relationships with each other and adults and are beginning to show respect and tolerance.

Planning provides sufficient opportunities for children to choose activities and to work independently as well as working in small groups. Planning ensures that children's literacy and communication skills are particularly well developed. Planned activities also provide opportunities for children to develop their knowledge and understanding of the traditions and celebrations of the cultures of Wales.

Opportunities are provided for children to begin their understanding of recycling, such as collecting waste paper and the roles different people play in their community.

Overall, the curriculum provides children with a good range of experiences. However, the planning is insufficiently detailed so as to ensure that the curriculum builds systematically on children's knowledge, understanding and skills and that the curriculum is sufficiently broad to meet the Foundation Phase outcomes.

Teaching: Good

The quality of teaching is good and is based on the staff's good working knowledge of child development and a clear understanding of the requirements of the Foundation Phase for children's learning. Staff have high expectations of the children and their work shows that these expectations are realised in practice.

Children's work indicates a good balance between child-selected and adult-led activities both indoors and out of doors. Activities are suitably challenging and are sufficiently flexible to meet individual needs.

Behaviour is very well managed and this is facilitated by the very good child/adult ratio. Staff are very good language models with a strong and effective focus on developing children's Welsh language.

Questioning is well used to challenge the children and staff know when to intervene in children's activities. Overall, staff work very well together and understand their roles well.

Staff know the children very well, both in terms of their personal and academic achievement and progress. Records show that children are routinely assessed and progress recorded. However, these recorded observations do not routinely identify children's progress objectively neither are they used effectively in planning the curriculum.

Parents are aware of their children's progress through regular informal discussion, through examining children's work and more formally. However, assessment records do not indicate clearly the next steps in children's learning nor what parents can do to support children's learning.

Care, support and guidance: Good

The Cylch is successful in promoting children's health and wellbeing. All children enjoy their time at the nursery and are happy to participate in the range of activities set out for them each morning. The Cylch fosters values such as respect for each other and helps them to develop an understanding of sharing and taking responsibility.

The day-to-day working of the Cylch establishes a good personal and social framework for life, including such principles as honesty, fairness and respect for the truth in everyday life.

The Cylch has immediate access to a rich rural community and through regular visits to the open fields, hedgerows and woodland children are made aware of the richness and wonder of the natural world in which they live.

Opportunities are planned for children to work together and as such to develop their social skills of sharing and taking turns.

Children also become aware of the culture and some of the traditions of Wales through celebrations such as St. David's Day and cooking traditional Welsh foods, such as Welsh cakes.

Children are well looked after – they are encouraged to keep clean, such as after playing outside and washing their hands before snacks. They are developing skills such as putting coats and hats on before going outside.

Overall, the provision for children's spiritual, moral, social and cultural development is good.

The Cylch has appropriate policies and procedures in place to safeguard children. Staff have received regular training and procedures follow the "All Wales Child Protection Procedures ("2008)". Risk assessment is routinely undertaken.

The Cylch is a safe and secure environment for children. The teaching room is part of the primary school building and subject to all the school's security arrangements. Similarly, the outside facilities are part of the school and secure. Good care is taken when children are being collected to ensure that they are in the care of their parent or known substitute.

The staff are vigilant in identifying children requiring specialist help and outside professional guidance is available when required. The staff know their children well and are soon aware of any child suspected of requiring additional help in their learning. Staff are familiar with the procedures for supporting such a child. At present no child has been identified as having additional learning needs.

Learning environment: Good

The Cylch, through its day-to-day activities and the approach adopted by the staff, successfully promotes an outstanding ethos. All children are treated as individuals and shown respect. Their individuality is recognised and promoted.

The Cylch displays a homely atmosphere and staff employ positive behaviour strategies that enhance good behaviour and successfully eliminates any form of harassment. The Cylch, due to its location and facilities, would be well able to cater for any child with physical disabilities.

All children have equality of access to the curriculum suitably enhanced with visits to the locality. Children, as a matter of course, have outside play activities on a daily basis.

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

Leadership: Good

Staff work together well and benefit from having been involved in the Cylch for a number of years. They fully understand their roles and share values, aims and objectives. All staff are involved in planning and through regular training have successfully promoted and sustained improvement over recent years and particularly since the introduction of the Foundation Phase curriculum.

The day-to-day working of the Cylch is well focused on meeting children's needs and this is achieved in practice. There are effective links with parents who have regular access to the staff of the Cylch.

As is possible with a small number of staff (3) who know each other well, both as colleagues and friends, there is frequent, regular discussion concerning the working of the Cylch. They are well supported by the management committee.

The Cylch has taken appropriate account of relevant legislation and guidance and meets legal requirements. National priorities such as implementing the Foundation Phase curriculum have been successfully achieved.

Improving quality: Good

The Cylch has consistently over recent years identified areas for improvement and implemented them for the benefit of the children. The current developmental plans include further areas for improvement and these are well directed at planning for a balanced curriculum so as to ensuring progression and continuity in the learning and focused on the next steps in children's learning. The current recommendations support these as areas for improvement.

A good and notable feature of planning to improve quality and securing improvement is the commitment of the staff as shown by their attendance at training courses. There is also ample evidence that staff make good use of training and advice with the consequent benefit to the children attending the Cylch.

Partnership working: Good

Parents, in their replies to the questionnaire, expressed their total satisfaction with the Cylch. Parents are highly appreciative of the "open door" policy and the approachability of the staff. They are appreciative of the care and support provided for their children particularly when they initially attend. Parents reported that they settled in quickly. Parents also appreciated the progress their children were making and were particularly pleased with their children's acquisition of the Welsh language. Parents also recorded their satisfaction of the safety of the Cylch. A few parents would like more information on how their child is progressing.

A notable and very good aspect is the links established with the primary school. The Cylch is fortunate in being able to use a teaching room in the school and to share in some of the facilities. There are good links with the reception teacher and children who have left the Cylch often return to visit the Cylch when given opportunities. Transfer arrangements are consequently good and make transfer to the reception class easy for the children. The Cylch also uses some of the school's resources and facilities.

Discussion with local authority support staff and staff of the Mudiad Ysgolion Meithrin indicate close, productive and effective links are in place with all Cylch staff receptive to ideas. The Cylch has a good track record of working in partnership with different organisations and in particular as part of the community and this has facilitated development and improvement in the Cylch over the last few years.

Resource management: Good

Staff work together very effectively. Planning is done collaboratively and individual expertise well used.

The Cylch is well resourced and resources are well used to support the teaching. Resources are readily accessible to the children. The Cylch has appropriately sized tables and chairs and specific learning areas have been designated in keeping with the Foundation Phase requirements. Children's work is attractively displayed on the walls and the Cylch benefits in that resources and materials can be left in place from day to day.

The outdoors is used appropriately to develop children's skills across all areas of learning.

The Cylch provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Eight questionnaires were returned. All expressed satisfaction with the Cylch with many parents strongly agreeing that:

- (i) their child likes the Cylch;
- (ii) their child has settled in well;
- (iii) their child is making good progress;
- (iv) their child is treated fairly and with respect;
- (v) their child is safe at the setting;
- (vi) parents were comfortable approaching the staff;
- (vii) their child is well prepared for moving on to school.

A few parents would like more information about their child's progress.

Response to discussions with children

Children are happy in the Cylch. Their enthusiasm is evident when they arrive. In discussion children mentioned that they liked the Cylch especially listening to stories.

Appendix 2

The reporting inspector

Mr Eifion R Morgan	Reporting Inspector
--------------------	---------------------

Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.uk)

If available, the data report can be found on our website alongside this report.