



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Cylch Meithrin Aberporth MYM  
Caban yr Urdd  
Aberporth  
Cardigan  
Ceredigion  
SA43 2EN**

**Date of inspection: June 2013**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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## Context

Cylch Meithrin Aberporth was established over 40 years ago. The setting is situated in a cabin near the community hall. The setting offers Welsh language provision to children from the villages of Aberporth and Parclyn, in addition to children from other nearby areas. It is part of the Mudiad Meithrin provision on behalf of Ceredigion Children's Partnership.

A minority of children at the setting come from homes in which Welsh is the only language spoken. During the inspection, there were six children aged three years old attending the setting. Children attend for three and a quarter hours a day, five days a week. A minority of children with additional learning needs attend the setting. The setting is staffed by a leader, deputy leader and an assistant.

The cabin that is used by the setting is relatively small but there is a suitable play area for the children outside.

Both areas are economically disadvantaged and are defined as Flying Start areas. Children's ability varies when they start at the setting. At the end of their time at the setting, nearly all pupils transfer to Ysgol Gynradd Aberporth, where they will continue to be educated through the medium of Welsh. Both lead practitioners have suitable qualifications in early years education. The setting was inspected by the Care and Social Services Inspectorate Wales in March 2013 and by Estyn in May 2007.

## Summary

<b>The setting's current performance</b>	<b>Good</b>
<b>The setting's prospects for improvement</b>	<b>Good</b>

### Current performance

Cylch Meithrin Aberporth's current performance is good because:

- many children achieve good standards and make good progress during their time at the setting;
- children's speaking and listening skills are developing well;
- nearly all children show enjoyment when playing and good attitudes towards learning;
- the setting offers a wide range of experiences which meet the needs of the Foundation Phase;
- staff encourage children to be successful learners; and
- staff are very caring towards children and expect them to achieve well in a happy environment.

### Prospects for improvement

Cylch Meithrin Aberporth's prospects for improvement are good because:

- there are good links with parents and the community;
- leadership is sound;
- the setting identifies what needs to be improved;
- staff work well as a team for children's benefit;
- the setting plans suitably for improvement; and
- the management committee is effective.

## Recommendations

- R1 Continue to develop children's understanding of other cultures
- R2 Expand the focus on identifying the next steps in assessment in a specific and consistent way
- R3 Ensure that evaluations of the setting's work give more detailed attention to quality and the effect of provision on children

### **What happens next?**

The setting will draw up an action plan which shows how it is going to address the recommendations.

## Main findings

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

Good

#### Standards: Good

Nearly all children make good progress and develop skills which are appropriate for their age. Most children show an interest in their activities by listening attentively to questions and stories and responding appropriately. They express themselves clearly through simple songs and by answering questions with a word or a gesture. A minority of children can express themselves particularly well when re-telling their experiences, for example when searching for pirates' treasure. The majority of children develop an extensive Welsh vocabulary and begin to pronounce new words correctly. A minority of children begin to ask appropriate questions across a range of activities. Many can express an opinion when choosing fruit and what to buy from the bucket and spade shop.

Most children can make purposeful marks with a paint brush and pencil, for example when writing a post card or forming a flag. A minority of children form the letters in their names correctly. Nearly all children look carefully at the print when listening to stories about pirates. The majority of children know what sounds correspond with letters and are able to read simple and familiar words.

Most children develop a good understanding of numbers and can count correctly and know the difference between the biggest and smallest. Many children use computer equipment, for example mobile phones and the laptop, to communicate confidently.

#### Wellbeing: Good

Children settle well at the Cylch. They are happy and show a great interest in their various activities. Most children enjoy the outdoors and persevere with activities, for example when balancing carefully on the pirates' plank.

Most children choose their activities confidently. They respond in a lively manner, for example when looking for treasure in the sand or going on an imaginary trip to the beach with their friends. Nearly all children play happily and independently and show good attitudes towards learning.

All children know about the importance of personal hygiene through the daily tooth brushing scheme and the good practice of washing hands before eating fruit.

Nearly all children work well together, enjoy tidying up with adults and form good relationships with one another. They respect equipment and people within the setting. Without exception, they behave extremely well and form a sound relationship with adults.

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

Staff at the setting offer children a range of rich experiences which meet the requirements of the Foundation Phase well. As a result, activities are interesting and appeal to children's imagination, for example taking part in a mock wedding in the church.

Regular use is made of the local area to offer children interesting experiences, for example visiting Aberporth beach and the local book shop. Children also benefit greatly from visits by the fire service, rugby players and local businesses.

Useful experiences are provided for children to develop their information and communication technology skills. Staff use Welsh very effectively and this develops children's speaking and listening skills very well. Purposeful activities are provided to celebrate Welsh traditions, such as St David's Day.

Children are given occasional opportunities to look at other cultures, for example looking at Rangoli patterns during Diwali celebrations. However, opportunities are not planned in enough detail to give full attention to other cultures.

Children are given good encouragement to re-use leftover food to create compost in the garden. Children are given purposeful opportunities to care for plants, using recycled milk bottles to water the flowers. By doing so, children develop a sound understanding of the need to care for the environment.

### **Teaching: Good**

The quality of teaching at the setting is good. Purposeful questioning is used skilfully to stimulate children's natural curiosity. Staff follow children's interests constantly in order to develop their understanding, for example when discussing creatures on the beach.

Resources are used effectively to motivate children with counting equipment. Staff manage children's behaviour well and intervene wisely to support children and broaden their understanding, where appropriate. Children are encouraged skilfully to pay close attention to things in the environment and, as a result, children are very curious. Role play areas are used imaginatively to motivate children and they are given excellent encouragement to solve problems. As a result, children make decisions and develop their vocabulary very effectively.

Staff observe children's skills very carefully, for example when handling scissors and recognising numbers. Reasonably detailed assessments of children's achievements are kept regularly. The next learning steps are identified, although they are not always specific enough to ensure rapid progress. Reports to parents convey children's developments across the areas of the Foundation Phase effectively.

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

The setting has sound policies and procedures for promoting children's health and ensuring their wellbeing. Helpful opportunities are provided for children to be physically and emotionally healthy.

The setting encourages all children to respect each other and make frequent decisions, for example when helping children to share drinks with others and ordering snacks for each other. Good use is made of sessions to discuss feelings and offer prayers in order to develop the children spiritually and morally.

The setting makes good use of specialist services, for example the health visitor and the speech and language service, to provide guidance on caring for children at the setting. Children's individual needs are given fair attention. As a result, staff help children to overcome difficulties in order to enjoy the full range of activities that are available. If additional support is needed, good use is made of the local referral scheme.

The setting's safeguarding arrangements comply with the requirements and are not a cause for concern.

### **Learning environment: Good**

The setting provides an inclusive ethos and respects all children as individuals in order to ensure fairness for all. Children are treated equally and staff promote respect and fair play consistently. Staff speak sensitively and thoughtfully with all children. The setting provides a familial atmosphere, particularly when children eat their snack together.

Staff possess suitable qualifications for working with young children. There are plenty of suitable resources at the setting to meet the requirements of the Foundation Phase. Although the accommodation is relatively small, it is used well to stimulate children. There are colourful and attractive displays which celebrate children's achievements in the setting. The setting also creates an interesting environment for children in order for them to play imaginatively, for example in the shop.

The outdoor area has been developed particularly well to ensure a suitable place for children to develop physically. The setting is a safe place which is maintained appropriately. Good use is made of the local area, for example the park and the post office, to enrich children's experiences.

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

The setting's leaders show a firm vision of what needs to be done to promote the wellbeing and development of children in their care. As a result, all staff have a good understanding of their roles and daily duties in terms of fostering and developing children's skills. Staff are given clear direction about what needs to be done, for



example when planning jointly. Leaders promote very effective teamwork and the setting has a vibrant sense of activity and a firm purpose.

The work of members of the management committee is effective. The chair of the committee is very well informed about the setting's performance. The committee understand their roles and responsibilities to ensure appropriate policies and procedures for maintaining the setting effectively. They make wise decisions and contact Mudiad Meithrin, Flying Start and the local authority to ensure that the committee's duties are on the right track. Thorough consideration is given to national priorities, such as implementing the Foundation Phase and promoting children's Welsh communication skills.

### **Improving quality: Good**

The quality of planning for improvement is generally good. In the current development plan, suitable actions are identified, along with realistic costs and consideration of who is responsible for what. Detailed consideration is also given to monitoring activities. However, outcomes for children are not consistently clear. As a result, actions for improving provision are occasionally given more attention than children's success.

Staff and the management committee look at a good range of information in order to consider all of the setting's work. As a result, areas for improvement are identified appropriately in a comprehensive self-evaluation report. All practitioners at the setting are part of the self-evaluation process of identifying and making improvements. Parents' views are used well to improve quality. However, the self-evaluation report is not consistently evaluative.

The setting works well with Mudiad Meithrin and the local authority to share good practice. Helpful use is made of suggestions to attend courses and there is an appropriate response to the targets set by the advisory teacher. As a result, children at the setting benefit from the training received by staff, for example a course for leaders on effective use of resources to raise children's standards.

### **Partnership working: Good**

The setting works particularly well with parents. Parents know exactly what is happening at the setting through the medium of the web and mobile technology. They receive useful information about events at the setting and the management committee.

In addition, parents are given helpful encouragement to support learning at home by reading and singing with the children. As a result, parents contact the setting on the web and feel like full partners in their children's education.

The partnership with the local primary school is sound, with formal meetings to discuss children's progress and achievement as they transfer to the reception class. Communication with the school about how children settle after transferring is a very caring feature. There are also helpful partnerships with the Ffrindiau Bach group for children under four years old.

The setting makes excellent use of the local community to assist in developing the site to be a suitable place to meet the requirements of the Foundation Phase. The partnership to establish a garden on the setting's grounds is a good example of successful co-operation to enrich provision for children at the setting.

The management committee works well in partnership with others to secure funding to buy purposeful resources.

**Resource management: Good**

The setting's lead practitioner manages staff well, offering purposeful opportunities for staff to identify their development needs. As a result, staff receive suitable training in order to improve provision for children, for example training on healthy eating and how to develop children's speech. Staff performance is planned and reflected upon honestly, on a regular basis. Through this, there is an opportunity to change provision as is necessary, rather than continuing along an ineffective path.

Staff at the setting are deployed very purposefully. As a result, children are supervised effectively. Good use is made of practitioners' expertise and experience and, through this, children receive valuable experiences.

The management committee ensures the best use of resources within the budget to provide efficiently for children. Expenditure for resources adheres closely to the priorities in the improvement plan. Children's standards and wellbeing are good, and therefore the setting provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

There is no commentary on the parent questionnaires due to the small number of responses that were received.

#### Responses to discussions with children

Children say that they are happy at the setting and enjoy playing and taking part in activities.

## Appendix 2

### The reporting inspector

Helen Morgan-Rees	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.uk](http://www.estyn.gov.uk))

## Glossary of terms

<b>Areas of Learning</b>	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<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 partnership's conditions of registration.</p>
<b>Foundation Phase</b>	<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>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
<b>Mudiad Meithrin</b>	<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>
<b>National Childminding Association (NCMA)</b>	<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>

<b>National (NDNA)</b>	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
<b>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education.