



*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 Llandegfan  
Ysgol Gynradd Llandegfan  
Llandegfan  
Ynys Môn  
LL59 5UW**

**Date of inspection: May 2015**

**by**

**Wil Williams  
Reporting Inspector**

**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:

<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 Llandegfan is a registered nursery that provides Welsh-medium pre-school education for children of Llandegfan village and its surrounding rural area. It meets in a room at Ysgol Llandegfan, near Menai Bridge, Ynys Môn.

The setting admits children of all abilities and backgrounds to the sessions. During the inspection, there were no children with additional learning needs attending the setting. Welsh is the main language spoken at home by approximately a quarter of the children.

The setting provides two and a half hour sessions during two mornings and two afternoons a week for three and four year old children. Twenty-one three and four year-old children were registered at the setting during the inspection of whom 18 were funded by the local authority.

Children are taught by a leader and three full time practitioners. All members of staff are appropriately qualified to teach the early years.

The setting was last inspected by the Care and Social Service Inspectorate Wales in September 2014 and by Estyn in June 2009.

## Summary

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

### Current performance

Performance is good because:

- most children achieve good standards and make realistic progress in all areas of learning;
- children who are learning Welsh make significant progress in their ability to learn and use the language;
- nearly all children demonstrate a good level of interest and motivation towards learning;
- standards of behaviour are good and children are considerate and courteous towards each other;
- interesting learning experiences offer children good opportunities to choose their own learning pathways;
- the quality of teaching and assessment is consistently good; and
- provision for promoting children's spiritual, moral and social development is comprehensive.

### Prospects for improvement

Prospects for improvement are good because:

- the leader gives the setting a strong sense of purpose that promotes and sustains improvement;
- all practitioners fulfil their roles conscientiously and work well as a team;
- there are secure arrangements for maintaining good practice and implementing change;
- self-evaluation has led to significant improvements in planning and assessment;
- a good number of partnerships contribute strongly to children's achievements and wellbeing;
- practitioners are willing to try out new ideas and different ways of working; and
- the setting provides good value for money.

## Recommendations

- 1 Create a reading corner that will attract children's interest.
- 2 Upgrade the provision for information and communications technology.

### What happens next?

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

## Main findings

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

Good

#### Standards: Good

Most children achieve good standards and make realistic progress in all areas of learning. They are eager learners who recall previous learning well and acquire new knowledge and skills with increasing confidence. Nearly all make a sustained effort to concentrate and persevere with tasks for extended periods. During free choice activities, nearly all children experiment and explore confidently, take risks and make good progress towards becoming independent learners. This has a positive effect on the quality of children's learning and the standards they achieve.

Most children apply their communication and literacy skills well in a variety of contexts across the curriculum. Nearly all happily converse with their peers and adults, they listen to, carry out instructions carefully, and use appropriate language in their play. Most children show an interest in books, they enjoy their content and handle them as a reader. Most enjoy experimenting with mark making whilst a minority in the group have begun writing their name and short sentences independently.

Children who are learning Welsh make significant progress in their ability to learn and use the language. All understand far more Welsh than they can speak.

When they sit on the mat at the beginning of sessions, most children count together up to ten objects and beyond confidently. They join in with number rhymes and songs demonstrating a good awareness of number in their play. With adult help, groups of children can sort objects such as minibeasts, according to specific criteria and are able to arrange days of the week in their correct order

Most children make appropriate progress in using their information and communication technology (ICT) skills across the areas of learning.

The outcome of the parents /carers' questionnaire indicates a high level of satisfaction with the progress that their children are making.

#### Wellbeing: Good

Nearly all children demonstrate a good level of interest and motivation towards learning and enjoy their time in the setting. Children's participation in various initiatives such as the Healthy Pre-school Initiative enables them to develop a secure understanding of how to become healthy through what they eat and the physical activity they undertake. Children have a close relationship with practitioners and trust their guidance. Every individual feels safe in the setting and free from physical and verbal abuse.

All children behave well during sessions and are considerate and courteous towards each other and adults. Most co-operate amenably demonstrating increasing levels of independence. All children are very willing to undertake responsibilities such as distributing milk during snack times. As they mature, children learn to make more informed decisions about their learning.

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

Through collaborative and careful planning, practitioners ensure that the setting provides a broad, balanced and differentiated curriculum, which meets the needs of all children. The practice of teaching the curriculum through themes such as 'In the Garden' ensures that each area of learning is covered appropriately over a period. Interesting learning experiences offer children good opportunities to make decisions and to decide upon their own learning path.

Provision for developing children's literacy and numeracy skills is secure. There is a strong focus on encouraging children to take an active role during group discussions. They are encouraged to share their experiences and ideas, to express views and to listen attentively to the contributions of other children. Although children have regular opportunities to listen to adults reading stories, the reading corner is not sufficiently appealing to induce children to want to look at books independently. There are good opportunities during the continuous provision for children to develop their early writing skills for specific purposes, for example, to make lists and to write greeting cards.

The practice of counting the number present at the beginning of sessions provides good opportunities for children to learn about the comparative values of different numbers and to adopt positive attitudes towards numeracy. Practitioners use number rhymes and songs, which children have memorised very skilfully, to develop their skills and to make the work fun. Activities such as doing jigsaws and exploring in the water or sand troughs make a valuable contribution to developing children's numeracy skills.

Although there is an appropriate range of ICT equipment available to the children, they are not sufficiently contemporary to attract children's interest. This reduces their effectiveness as a learning resource.

Welsh and the Welsh dimension contribute strongly towards developing children's personal and cultural sense of identity.

There are effective arrangements for recycling and avoiding waste.

**Teaching: Good**

Practitioners work very effectively as a team and make a significant contribution to children's educational and personal development. They have a firm grasp of Foundation Phase requirements and good knowledge of child development. This becomes apparent in the way they vary activities to ensure that the work corresponds closely to the needs of a particular individual or group. Through purposeful

intervention and skilful questioning, practitioners successfully challenge children's ideas and move learning on. All children are encouraged to make choices, to produce their own ideas and to stick to a task for an extended period. The strong emphasis every practitioner places on active learning ensures the engagement of children and contributes strongly to their development as independent learners. Focus tasks under the direction of a practitioner, are used purposefully to introduce specific skills to groups or individual children and to ensure that every child experiences the same activity. However, during the continuous provision, children are free to make their own choices.

Practitioners know the children well and keep a careful record of every individual's progress throughout their time at the setting. They have effective and systematic arrangements for recording their observations of children's response to their learning experiences. Practitioners subsequently use the information very effectively for planning future activities.

There are effective arrangements to include parents when assessing their children. Opportunities that parents have to discuss their child's progress with practitioners ensure that they are aware of their child's progress and of what they can do to help them to improve.

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

All children arrive at the setting in a happy and cheerful mood. The setting makes appropriate arrangements to promote healthy eating and drinking. Practitioners provide valuable opportunities for children to share their experiences and to participate in physical exercise in the school hall and in the outside area. There are secure arrangements for ensuring that all children and adults are free from any physical or emotional harassment.

Provision for promoting children's spiritual, moral and social development is comprehensive. There is strong emphasis on developing children's sense of curiosity and wonder about the world they live in, particularly the natural world. In addition, the setting promotes values such as honesty and respect very strongly through all its work. Children are encouraged to show initiative, to manage their behaviour and to be willing to share resources with other children.

The setting promotes children's respect towards other beliefs and traditions found in Wales effectively.

The leader acts promptly if there is concern about any child's development or wellbeing. When a child or parent needs additional help or support, she is fully aware of whom she needs to contact.

Good induction arrangements together with the care provided by practitioners ensure that children who are new to the setting settle in without any problems.

The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

### **Learning environment: Good**

Practitioners succeed in creating a stimulating environment where children are able to take full advantage of learning experiences and develop positive values and attitudes. The setting is an inclusive community where every child has equal access to all areas of learning and activities provided. There is strong emphasis on developing tolerant attitudes and ensuring that children and members of staff are free from any harassment.

With the exception of ICT, there is an ample supply of good quality resources in all areas of learning. They match carefully every individual's development and learning needs. Visits to Beaumaris and other places nearby, enables the setting to use local resources effectively to enrich children's learning experiences. Similarly, visits to the setting by different agencies and local people contribute significantly to children's learning.

Outdoor provision is good and is used very purposefully by the setting to reinforce indoor learning. For example, for digging, planting vegetables and fruit and observing the natural world. The classroom is of good quality and is accessible for any child with a disability.

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

The leader gives the setting a strong sense of purpose that promotes and sustains improvement effectively. She succeeds in creating a very positive ethos in which children and staff feel they are appreciated. Practitioners share common values about learning, behaviour and relationships. They collaborate very effectively to ensure that The Foundation Phase and local and national priorities are implemented successfully.. Teaching and learning are well managed, and the setting's policies are implemented effectively. Members of staff have a clear understanding of their roles and responsibilities which they fulfil conscientiously during sessions. All contribute significantly to the quality of teaching and learning.

The clear and effective procedures for appraising staff result in the identification of every individual's training needs. The setting's relationship with children, parents and the primary school are very positive and contribute substantially to a sense of community.

The management committee has appropriate knowledge of the setting's performance and fulfils its responsibilities conscientiously. With the leader's support, committee officers consult parents, share information regularly, and contribute effectively towards the setting's administration.

### **Improving quality: Good**

Practitioners are well aware of the setting's strengths and have a clear understanding of what they need to do to bring about improvement. They are continually self-

evaluating and looking for ways of improving. There are secure arrangements for maintaining good practice and implementing change in areas which need improving.

Self-evaluation pays careful consideration to parental views and the setting benefits substantially from the professional advice of the local authority support teacher. Practitioners are able to show how self-evaluation has enabled them to make significant improvements to the quality of planning and assessment.

The recent self-evaluation report and the improvement plan, are of good quality and provide a clear direction for the setting's development. The leader and practitioners implement the priorities which have been identified systematically and thoroughly.

### **Partnership working: Good**

Partnership activities make a good contribution to children's achievements and wellbeing. Parents are regularly informed about every aspect of the setting's work and the leader takes active steps to try to include them in the activities that are arranged. The parents' information booklet provides useful information about the setting's policies and procedures and encourages parents to discuss any concerns with the leader.

The setting has very productive links with the primary school and there are clear arrangements for transferring children to the reception class at the end of the academic year. Successful cooperation between the setting and other groups who use the classroom at different times during the week, enables staff to share ideas and to have common policies.

The close co-operation between the setting and the local authority support teacher makes a very positive contribution towards improving the quality of the provision and standards. Practitioners work together very effectively, share information about children and know whom to contact and when to do so if children need additional help.

The good links forged with establishments within the community, such as the Police and health agencies, have provided substantial benefits for the setting's children.

### **Resource management: Good**

The leader and the management committee manage staff and resources very skilfully and that the setting has an appropriate number of practitioners. They are strongly supported by a programme of continuous professional development provided mainly by the local authority and the Mudiad Meithrin. Recent training on self-evaluation and developing literacy in the early years has enabled practitioners to acquire new knowledge and skills and to introduce the Foundation Phase more successfully.

The setting is developing well as a strong learning community. Practitioners are open to new ideas, they are willing to try out different ways of working and to share knowledge and ideas amongst themselves.

The leader and the management committee have a sound understanding of the setting's budget. They prioritise spending in line with the setting's development

needs. Spending decisions are evaluated carefully to ensure that they have a direct impact on children's standards of achievement, progress and wellbeing.

Bearing in mind the good standards achieved by children, the setting provides good value for money.

## Appendix 1

### Stakeholders' satisfaction report

#### Responses to parent questionnaires

*Yn dynodi'r meincnod – mae hwn yn gyfanswm o'r holl ymatebion hyd hyn ers mis Medi 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.	12	12 100%	0 0%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	12	12 100%	0 0%	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.	12	11 92%	1 8%	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.	12	12 100%	0 0%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	1%	0%		
Children behave well in the setting.	12	11 92%	0 0%	0 0%	0 0%	1	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	26%	0%	0%		
Teaching is good.	12	12 100%	0 0%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		79%	18%	0%	0%		
Staff treat all children fairly and with respect.	12	12 100%	0 0%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		82%	15%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	12	12 100%	0 0%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		73%	22%	0%	0%		
My child is safe at the setting.	12	12 100%	0 0%	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.	12	9 75%	0 0%	0 0%	0 0%	3	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		64%	24%	1%	0%		
I am kept well informed about my child's progress.	12	6 50%	3 25%	2 17%	0 0%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	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.	12	9 75%	3 25%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	19%	1%	0%		
I understand the setting's procedure for dealing with complaints.	12	8 67%	3 25%	0 0%	0 0%	1	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		62%	29%	3%	1%		
My child is well prepared for moving on to school.	12	9 75%	3 25%	0 0%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		70%	24%	1%	0%		
There is a good range of activities including trips or visits.	12	9 75%	2 17%	1 8%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		62%	30%	4%	1%		
The setting is well run.	12	12 100%	0 0%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

## Appendix 2

### The reporting inspector

Mr Wil Williams	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>	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
<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.