



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

Report on

Cylch Meithrin Llanfairpwll

Y Gorlan

Trem Eryri

Anglesey

LL61 5JF

Date of inspection: June 2014

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 school'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 Llanfairpwll is a Welsh-medium nursery, which is part of the provision of Mudiad Ysgolion Meithrin and the Anglesey Early Years Development and Child Care partnership. The first setting was established in 1966 and it has been situated in the primary school's grounds since 1974. It has been situated in the current building since 1997 and this was purpose-built to provide nursery education. The vast majority of children come from Llanfairpwll itself and Welsh is the main language of many of the children; the remainder are from non Welsh-speaking households.

Sixty-six children attend the setting and, of these, 57 are funded by the partnership. For the pre-school children, four sessions of two and a half hours are held on four mornings a week, four sessions of two hours on four afternoons and one session on Friday mornings. For the small children under three years old, five two hour sessions are held on four afternoons and one on Friday mornings.

The setting is staffed by two leaders, four learning assistants and two additional members of staff. Practitioners have appropriate qualifications that are associated with early years education.

Children from all abilities and social and linguistic backgrounds come to the setting. Very few children with additional learning needs or who are of ethnic origin attend the setting.

The setting is suitable in size and contains two main rooms, two storerooms, a foyer and toilets. There is an enclosed area outside the building.

The children transfer to the local primary school where they continue to receive their education through the medium of Welsh.

The setting was last inspected by the Care and Social Services Inspectorate Wales in March 2014 and by Estyn in May 2008.

Summary

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

Current performance

The setting's current performance is good because:

- children's standards of literacy and numeracy are good and they speak confidently to each other and to adults;
- children's ability to concentrate on a task is developing very successfully;
- children's willingness to persevere in order to complete a task has developed effectively in all activities;
- children behave well;
- activities inside and outside gain children's interest successfully; and
- the setting provides care, support and guidance of good quality to all children.

Prospects for improvement

The setting's prospects for improvement are good because:

- the new leaders have a clear vision that is based firmly on providing the best opportunities for the children in their care;
- practitioners co-operate very successfully as a team for the children's wellbeing;
- practitioners know every child's individual needs well and use the information successfully to develop them educationally and socially; and
- they have a range of effective partnerships that have a positive effect on children's standards and wellbeing and on the quality of provision.

Recommendations

- R1 Ensure regular opportunities for children to develop their ability to control large equipment such as bikes
- R2 Ensure more opportunities for children to appreciate the importance of sustainability and to develop spiritually
- R3 Strengthen self-evaluation and planning for improvement reports

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

Nearly all children make good progress and develop very positive attitudes towards learning whilst they attend the setting.

Nearly all pupils' language skills are developing effectively. All children listen to instructions and respond to them successfully. They speak confidently to each other and to adults and many use rich and lively language. This is one of the setting's strengths. They enjoy singing familiar songs and doing actions spontaneously to accompany the words.

Many show that they know how to hold a book and turn the pages correctly. It is obvious that they enjoy familiar books about characters involving the theme, such as *Alwen y Fôr-forwyn* (Alwen the Mermaid) and are able to respond very sensibly to what is happening.

Many develop their early writing skills skilfully by making appropriate marks on paper regularly or when experimenting with using chalk in the outdoor area. The best are able to write their names with very little help.

Nearly all children develop a good understanding of numbers and count, identify and name numbers up to five confidently. Many are able to count a number of items correctly, for example counting how many shells are in a tub in the shell shop. A minority count accurately up to at least 20. They use a range of mathematical language well together when playing and learning and enjoy doing it. For example, in the sandpit, they talk about big and small treasures and reinforce numbers regularly when singing songs.

Within the building, they are able to handle small equipment such as scissors and a tube of glue successfully. Outside, they are able to develop balancing skills by stepping over an obstacle on the floor, and develop risk-taking and physical strength on a climbing frame. However, their ability to control large play equipment such as pedal cars and bikes has not developed to the same extent.

Children's independent learning skills and thinking skills in terms of choosing activities and concentrating on a task are developing very successfully. Children's problem-solving skills, especially those of more able children, through recreating a pattern, are developing well.

Wellbeing: Good

All children arrive at the setting happy and choose an activity on their own accord. They follow the setting's daily routine easily and show that they enjoy their learning experiences. Their ability to concentrate and persevere in order to complete a task

has developed effectively in all activities. The children's diligence is a feature that has been embedded well.

Nearly all pupils' behaviour is very good and they co-operate and play well together. They are courteous to each other and to adults. All children help to tidy up and they become a "helper in the café" and prepare and serve food in a very responsible manner. This is one of the setting's strengths.

Children's social skills are developing well through playing and eating together. By washing their hands every morning before the snack or working in the café, children become aware of the importance of good hygiene.

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

The setting ensures that children have rich and regular experiences within the six areas of learning. Effective planning identifies focus activities and continuous provision clearly, and enriches areas to accompany the theme. As a result, the curriculum is wide and balanced. It is based firmly on the principles of the Foundation Phase of learning through direct experiences and learning through play.

Indoor and outdoor activities gain children's interest successfully. There are regular opportunities for children to develop their literacy, numeracy and information and communication technology (ICT) skills and this leads to good standards. Purposeful opportunities are given to children to make choices and to develop their thinking and imaginative skills through interesting activities such as helping in the café and role-playing.

Good opportunities are provided for children to develop their confidence and to make choices independently. They develop valuable opportunities for children to solve problems and the best do this well.

Children have regular opportunities to develop their knowledge and understanding of the culture and traditions of Wales by introducing books by authors from Wales, celebrating St David's Day and St Dwynwen's Day and taking part in the Nursery Festival.

The setting makes effective use of the community to enrich children's experiences. They have opportunities to visit the post office to post a letter home and to learn about people's roles in the community through visits by the nurse and the lollipop lady. They also have an opportunity to play in the school playground and to visit Pili Palas. This enriches the children's learning experiences well.

Teaching: Good

All practitioners use a wide range of teaching strategies very effectively in order to include the children in the learning. They understand the requirements of the Foundation Phase well and implement these successfully by introducing a range of stimulating activities.

The warm relationship that exists between practitioners and children, as well as their thorough knowledge of the needs of every child, is a strength. As a result, practitioners provide for each child's needs effectively and create a successful learning atmosphere. Sessions have a good pace and they flow from one to the other very easily without children losing interest. Practitioners model the Welsh language in a polished way and question well. This develops children's oral skills and mathematical language effectively.

All practitioners observe individual children's skills regularly, and they have good knowledge of all their progress. They discuss and share information with each other at the end of the session. In this way, they come to know what is needed to move each child forward successfully. The daily observations are fed into a file of each child's individual progress to record their development in the six areas of learning.

Information for parents at the end of the year that conveys children's progress across the areas of the Foundation Phase is good.

Care, support and guidance: Good

The setting promotes living healthily successfully and uses the expertise of a community nurse to contribute to this effectively. Children have regular opportunities to take physical exercise through activities that have been planned purposefully. Children have valuable opportunities to reflect, discuss their feeling and take turns in the circle time every day. Provision for ensuring children's wellbeing and moral, social and cultural development is good. Children's social skills are developed effectively during snack time and practitioners encourage children successfully to take responsibility for acting as "helpers" in the café. However, not enough opportunities are provided for children to appreciate the importance of sustainability, and provision for spiritual development is inconsistent between the two classes.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. The outer door is locked and good care is taken when children arrive and when they are collected.

Robust processes are in place to support children who have additional learning needs. Purposeful reviews of children's progress ensure that individuals who are suspected of needing additional support are identified and discussed with their parents.

Learning environment: Good

There is a happy and diligent atmosphere within the setting and children settle well. The setting's ethos is inclusive and warm and children are treated fairly and are respected. Every child has equal access to a wide and interesting curriculum.

Practitioners have suitable qualifications to meet the requirements of the Foundation Phase. They use a range of purposeful resources successfully on the whole in order to stimulate and enrich children's experiences. The learning environment is attractive and stimulating and supports learning and teaching very effectively. There are purposeful areas in order to develop children's literacy and numeracy skills and

practitioners use these effectively to ensure appropriate experiences and good standards. There is a healthy emphasis on enjoyment, and children benefit greatly from this by choosing to work, order and eat in the café.

The setting makes effective use of the outdoor area as an extension of the classroom in order to develop most of the children's physical and investigative skills; for example when planting and observing what is growing in the growing pots inside and outside.

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

The new leaders manage the setting well. They have a clear vision that focuses firmly on high standards and ensures good quality provision for each child. They support each other effectively and create an ethos of smooth co-operation for children's wellbeing. The management committee receives appropriate information from leaders about what the setting is doing well and what needs to be improved in terms of standards and provision.

All practitioners understand their roles and responsibilities well. These are defined clearly and, as a result, practitioners work together effectively and with a definite sense of purpose. Team co-operation is one of the setting's strengths.

Appropriate processes are in place for managing practitioners' performance. Leaders use these processes well to identify training needs purposefully and they respond to these needs appropriately. They support staff effectively in order to develop their knowledge of the Foundation Phase, and its effect, along with training, can be seen in children's standards and in provision.

Leaders pay good attention to local and national priorities and there is a suitable focus on developing children's literacy and numeracy skills.

Improving quality: Good

Leaders are developing a reasonably effective culture of self-evaluation that means that they are getting to know the setting well. They discuss regularly with staff how to improve provision and consult with children about their favourite and least favourite things. Parents have appropriate opportunities in the form of a questionnaire at the end of the year to give a response about satisfaction with the setting. External evaluations are used suitably in order to improve the setting's provision and raise standards. Leaders use this information to identify what they are doing well and to begin to identify the areas that need to be improved.

There is a clear link between the self-evaluation report and both priorities in the setting's development plan. There is evidence already that the plan is having a positive effect on provision, especially in terms of developing the outdoor area.

Partnership working: Good

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

Partnerships with parents are beneficial. Effective use is made of the noticeboard and letters to share information from day to day. Parents have an opportunity to discuss the children's progress in an open session and they receive a booklet at the end of the period at the setting, showing their child's progress. Parents are appreciative of practitioners' contribution and raise money annually in order to enhance provision.

The setting has effective partnerships with the local authority's advisory teacher and Mudiad Ysgolion Meithrin. Through these partnerships, practitioners receive new ideas through training, and experiment with various ways of working in order to enrich provision and raise standards. The transition arrangements with Cylch Ti a Fi and the local primary school are effective and ensure that children settle in quickly when transferring from one setting to the other.

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 who have suitable qualifications. They use practitioners effectively and make the best use of their experience and expertise. This contributes extensively to raising the standards of provision and ensuring children's wellbeing.

Practitioners have regular access to an effective range of suitable training. This ensures that practitioners continue to build on their experience, for example when developing children's numeracy skills and wellbeing and ensuring that safeguarding procedures are robust.

Leaders produce a financial balance sheet annually, which is sent to the charities commission and they allocate funds appropriately according to the setting's priorities.

Considering the positive outcomes that are 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.	39	32 82%	6 15%	0 0%	1 3%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	19%	0%	0%		
My child likes this setting.	39	33 85%	6 15%	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.	39	32 82%	6 15%	1 3%	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.	39	26 67%	10 26%	0 0%	0 0%	3	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	0%	0%		
Children behave well in the setting.	39	26 67%	9 23%	0 0%	0 0%	4	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	26%	1%	0%		
Teaching is good.	39	29 74%	7 18%	0 0%	0 0%	3	Mae'r addysgu yn dda.
		79%	18%	0%	0%		
Staff treat all children fairly and with respect.	39	30 77%	6 15%	1 3%	0 0%	2	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.	38	21 55%	11 29%	0 0%	1 3%	5	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.	39	33 85%	6 15%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	14%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	33	20 61%	7 21%	0 0%	0 0%	6	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		65%	24%	1%	0%		
I am kept well informed about my child's progress.	39	20 51%	12 31%	3 8%	2 5%	2	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	29%	5%	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.	39	26 67%	10 26%	0 0%	2 5%	1	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.	39	21 54%	14 36%	0 0%	2 5%	2	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.	39	28 72%	5 13%	3 8%	0 0%	3	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		71%	23%	1%	0%		
There is a good range of activities including trips or visits.	39	23 59%	13 33%	2 5%	1 3%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		62%	30%	4%	0%		
The setting is well run.	39	32 82%	4 10%	2 5%	0 0%	1	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	16%	1%	0%		

Appendix 2

The inspection team

Mr Maldwyn Pryse	Reporting Inspector
Ms Sheila Birkhead	Team Inspector

Copies of the report

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

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	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
Early Years Development and Childcare Partnership (EYDCP)	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.
Foundation Phase	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.
Foundation Phase child development assessment profile (CDAP)	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
Local authority advisory teacher	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
Mudiad Meithrin	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.

National Childminding Association (NCMA)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National (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.