



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

**Trefeurig MYM
Neuadd Y Penrhyn
Penrhyn-coch
Aberystwyth
Ceredigion
SY23 3EH**

Date of inspection: March 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:

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 Trefeurig is a Welsh-medium nursery group that is situated in Neuadd y Penrhyn, Penrhyn-coch, Ceredigion. Nearly all pupils who attend the nursery group come from the village and the nearby area. It is recognised that the area is neither privileged nor socially or economically disadvantaged.

The group has been situated in the hall since 1973 and shares the building with other agencies. Part of the car park has been adapted for the use of large toys. The nursery group is open between 9.05 am and midday from Monday to Friday.

The group says that about half the children come from homes where Welsh is spoken and children represent the full range of abilities. No children in the current group have been identified as having additional learning needs. A few children come from an ethnic minority background.

The group is registered with the Care and Social Services Inspectorate for Wales for a maximum of 26 children and it admits children from two and a half years old. At present, 20 children attend the nursery group and 12 of them are three years old.

The leader has been in post since 2004. Three assistants support her full-time. All staff have suitable qualifications. A management committee supervises the work of the group. The Care and Social Services Inspectorate for Wales last inspected the group in 2011. Estyn inspected the group in 2007.

Summary

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

Current performance

The nursery group's current performance is good because:

- nearly all children show progress and achieve well in all learning areas;
- all children are supported well and benefit from a curriculum that is broad, balanced and interesting;
- of the robust leadership and management;
- of the appropriate relationship between adults and children; and
- the staff co-operate effectively and contribute appropriately to the success of the nursery group.

Prospects for improvement

The nursery group's prospects for improvement are good because:

- the staff provide a clear direction for the work of the nursery group;
- the changes and developments over time are a good record of improvement for children's benefit;
- self-evaluation is effective and corresponds appropriately with the clear targets in the appropriate improvement plan;
- all staff have a positive and active attitude towards development and training;
- lines of support are good and are used regularly and sensibly; and
- the management committee are active and very supportive and plan thoroughly for the future.

Recommendations

- R1 challenge individual children in line with their abilities to promote their independence
- R2 ensure that presentations and stories are timed effectively in order to maintain children's interest
- R3 complete regular assessments that lead directly to the next stage in children's learning
- R4 develop and enrich resources and experiences in the outdoor area

What happens next?

The nursery group will produce an action plan that shows how it will address the recommendations. The local authority will monitor the group's progress.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all children achieve good standards and make good progress in all learning areas, considering their starting points. There is no significant difference between the standards of different groups of children in the nursery group.

Nearly all children make positive progress in the development of their literacy skills in Welsh. A good feature of their increasing ability is the fact that they respond with only very little encouragement to letters and numbers. Good examples of this are seen as the majority of children discuss the initial letter of their names and other names confidently and identify numbers up to five.

Many children have good listening skills. This is reflected as they sit and listen attentively to a story, as they consider their snacks and discuss the weather. A very few children are restless during presentations and stories. Nearly all children enjoy hearing a story and many children are eager to contribute appropriately to what is read to them.

Nearly all children develop their numeracy skills well through the practical use of number, by using mathematical vocabulary such as 'less than' and 'more than', 'long' and 'short' and by using shapes. Nearly all children can group objects of different kinds correctly, especially according to colour. They count confidently together and with adults up to 20.

Most children answer questions enthusiastically and respond sensibly to group discussions. The majority of children hold books appropriately and study the print and pictures with interest. They identify main characters in stories and discuss the content of stories intelligently. Most children understand the purpose of writing through practical tasks as they paint, mark and make patterns with pencils.

Most children use electronic equipment effectively. They use a computer confidently by controlling the appropriate equipment. Most children's physical skills are good as they control bikes skilfully outdoors.

Wellbeing: Good

Almost all children have a good understanding, according to their age, of how to keep healthy. They know, for example, when they need to wash their hands and they do this without the need for much encouragement. Nearly all children show appropriate interest in the activities that are planned for them, inside the classroom and in the physical area. Most children concentrate and persevere for considerable periods of time.

Nearly all children relate well to each other, with adults and with visitors. They are courteous and are very willing to share resources. They take turns intelligently as

they put on their coats to leave the building. Nearly all children take a full part in the life and activities of the group by offering considerate ideas. Nearly all pupils are happy and they feel that they receive good care that is free of any form of disruption.

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

Planning satisfies the philosophy of the Foundation Phase effectively and achieves the outcomes that are identified in children's learning. The curriculum builds effectively on children's previous and current knowledge and experiences. There are interesting opportunities available to all children to develop their skills across the curriculum. An appropriate time is set every week for the leader and the staff to discuss the curriculum and the theme activities. Therefore, the flexible curriculum is appropriate and linked to children's interests.

Specific activities and tasks are planned well and children have freedom to choose their own tasks and activities. However, adults' intervention makes most children over-dependent on adult guidance, which limits their independent skills. Good activities are provided for children to develop their basic and key skills in literacy, numeracy, knowledge and understanding of the world, physical development and creative development. All adults communicate effectively with children in Welsh.

Provision for developing children's information technology skills is good. The enthusiastic staff direct children regularly to use technological equipment such as the computer, headphones, mobile toys and cameras. Children have many opportunities to develop their thinking skills through interesting activities such as role-playing in the shop, experimenting with water and sand and discussing the weather.

Suitable emphasis is placed on Welsh traditions and celebrations, such as celebrating St David's Day and Saint Dwynwen's Day. Good opportunities are also provided for children to learn information and gain an understanding of other cultures and traditions, for example, through studying the Chinese New Year. Similar activities help children to develop a good understanding of the wider world and develop their awareness of global citizenship effectively.

In the past, the group has grown potatoes and similar vegetables in pots. However, at present, there are no good opportunities for children to grow plants on the hall site. There are good opportunities for all pupils to recycle food, paper and plastic bottles. This is beginning to develop their understanding of sustainability effectively.

Teaching: Adequate

Staff have good practical knowledge of children's development and a clear understanding of the requirements of the Foundation Phase. There is a positive relationship between all staff and children. Staff have an active role in planning the curriculum and the best use is made of their expertise. However, staff do not challenge children in line with their abilities on all occasions.

Staff co-operate effectively. All children are free to choose from activities that are led by adults or to work independently. However, at times, staff intervene too much and they do not allow children to develop their independent skills successfully.

Staff model language very well in order to develop children's thinking and communication skills. Staff encourage children to evaluate sensibly as they discuss a story and role-play. Staff provide an interesting environment that ensures successfully that all children take part and enjoy. However, at times, introductions to tasks and elements of stories are not timed effectively to maintain children's interest.

Appropriate assessment procedures exist. The process is new and the records of children's achievements are being completed adequately. Assessments do not lead, with enough detail, to individual targets for children and show them the next stage in their education. Parents and carers are informed well about their children's achievements and information is available to them at any time.

Care, support and guidance: Good

The group ensures children's health and wellbeing well. Visitors and visits extend children's experiences effectively. The group visits the community regularly as a result of trips to the river, the seaside, local farms and the village. The use of the village and the local area ensures appropriate outdoor opportunities and develops pupils' knowledge and understanding of their community effectively.

The group has good provision for ensuring pupils' spiritual, moral, social and cultural development. The staff foster values such as honesty, fairness and respect sensibly. Children have good opportunities to reflect, discuss feelings, say thank you and pray. This is evident as they take turns well when eating toast and fruit and having a drink around the dining table.

The group's arrangements for safeguarding children meet requirements and are not a cause for concern. The group is safe, the doors are locked and only members of staff open them. No-one can come in and no child can leave unaccompanied. Staff are careful as children are collected and ensure that they are in the care of their parents or a familiar carer.

Regular reviews of children's progress ensure that individuals that are suspected of needing additional support are identified and staff discuss these with appropriate agencies. The leader is the additional learning needs co-ordinator and she is familiar with the necessary procedures in order to support children who have special needs.

Learning environment: Good

Through daily activities and the attitude that is adopted by staff, the group promotes a positive ethos. Staff know children well and their individuality is recognised. All children have equal access to an interesting curriculum, although the lack of a completely suitable outdoor area limits this somewhat. The group uses positive behaviour strategies, which removes any disruption or aggressive behaviour.

The group's staff have suitable qualifications and good experience and the adult to child ratio is favourable. Staff's expertise is used well in planning and in supervising activities. The group uses its resources well to meet the requirements of the Foundation Phase and children's needs. Resources are accessible to children, which promote children's sense of responsibility well. Resources are shared effectively between continuous activities, enrichment activities and the focus tasks.

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

Staff understand their roles fully and co-operate well as a team. They use the guidance of external agencies such as Mudiad Meithrin and the local authority sensibly. This practice ensures the best use of their expertise. The leader, staff and management committee share a clear vision. Their commitment to the success of the group leads to an effective sense of purpose and stimulating planning for the future.

The improvement plan identifies appropriately what needs to be done for the group to improve. Strategic planning has a positive effect through creating improvements and targets correspond appropriately with comments in the self-evaluation report. The strategy focuses well on children's needs and the group achieves this successfully and practically. Staff receive relevant and appropriate training, which has a good effect on the quality of provision.

The management committee leads effectively and gives very good consideration to legislation. They have won grants and prepared plans for a new building on the school grounds. Its management systems meet requirements. The group has given good consideration to national priorities, including implementing the Foundation Phase curriculum.

Improving quality: Good

The group self-evaluates well and ensures an effective match between the self-evaluation and targets in the improvement plan.

Appropriate targets include developing the outdoor area, presenting skills during focus tasks, children's use of Welsh, developing children's numeracy skills and expanding their experiences of information technology. Suitable consideration was given to the comments of everyone who is involved with the group when producing the improvement plans.

Aspects that need to be improved are targeted effectively against success criteria in these plans. They are given appropriate priority in the development of the group by staff, the local authority, the Mudiad Meithrin and the management committee. Staff make good use of training opportunities and professional learning experiences. This has a positive effect on children's learning and wellbeing.

Partnership working: Good

There is an effective relationship between the nursery group and parents. Parents' responses in questionnaires and during discussions express their satisfaction with the group. They appreciate greatly the standards of care and the quality of education that is available. They appreciate the open-door policy and the daily opportunities to meet staff. There is an informative booklet for parents and carers, which provides them with relevant details about the nursery group.

By the time children leave the group; parents feel that they are prepared well for the next stage of their education in local schools. Links between the group and the village school are good and there are regular visits throughout the year. As a result, children are familiar with the school's procedures and the building before they begin there full-time.

Community partnerships are very good. The community, through the effective guidance of the management committee, has contributed to the group's success in having a new building in the school's grounds. The group takes every opportunity to use the village and the nearby area to provide interesting experiences for children.

The partnership with Mudiad Meithrin and the local authority is good and is of help in moving the group forward.

Resource management: Good

The management committee is supportive and earmarks money for important needs such as human resources and useful equipment. The management committee's planning work is very good. The group uses the building and the local area effectively, and provides interesting experiences, that are planned well.

The management committee and the staff use support agencies appropriately for children's benefit. Although some aspects of teaching and assessment need improvement, general provision, the leadership's enthusiasm and children's good standards mean that the group provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Seventeen parents and carers responded to the questionnaires.

All agree or agree strongly:

- that they feel satisfied with the group in general;
- that there is help for children to settle well;
- that their children like the nursery group;
- that the nursery group is well-run;
- that appropriate additional support is available if necessary;
- that their children make good progress;
- that teaching is good;
- that staff treat all children fairly and with respect;
- that their children are encouraged to be healthy and to take regular physical exercise; and
- that their children are safe.

Most parents and carers feel:

- that their children have been prepared well for moving forward to school;
- that they receive regular information about their children's progress;
- that children behave well;
- that they feel comfortable about asking a question at the group, making suggestions or identifying a problem;
- that they understand the group's system for dealing with complaints; and
- that there is a good variety of activities, including trips or visits.

These responses compare favourably with national benchmarking comparisons.

Responses to discussions with children

Nearly all children are happy at the nursery group. Their enthusiasm is evident as they arrive and meet their friends. Nearly all of them are self-confident in the knowledge that they are supported well and that they have interesting tasks that have been provided for them.

Appendix 2

The reporting inspector

Nicholas Jones	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)

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>
National Childminding Association (NCMA)	<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>

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.