



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Cylch Meithrin Llangwryfon
Neuadd Santes Ursula
Llangwryfon
Aberystwyth
Ceredigion
SY23 4HA**

Date of inspection: September 2015

by

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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

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Context

Cylch Meithrin Llangwryfon meets in Neuadd Santes Ursula in the village of Llangwryfon near Aberystwyth. It is open on four days a week during term time.

The setting is registered to take up to 15 children per session. Currently, there are 10 children between two and four years of age on the register. Four children receive funded early years education.

Nearly all the children come from homes where at least one parent speaks Welsh. According to the setting, there are no children with additional learning needs in the current cohort.

There are three members of staff including a full time leader and two practitioners who work part time. They are all experienced and most are suitably qualified in the education and care of young children. The leader has been in post since 2006.

The nursery was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in January 2014 and by Estyn in September 2012.

Summary

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

Current performance

The setting is good because:

- Practitioners provide children with a range of interesting experiences
- The constant encouragement to children to use their Welsh skills in their learning and play is a strong feature
- There is effective provision to develop children's numeracy skills
- The constructive use of teaching methods and appropriate resources succeeds in promoting children's interest and involvement in their learning
- Practitioners are effective language models
- Practitioners achieve their goal of ensuring that children are happy in the setting and enjoy their learning
- The setting provides children with a caring and supportive environment

Prospects for improvement

Prospects for improvement are good because:

- Practitioners fulfil their roles conscientiously and demonstrate a strong commitment to children's education and welfare
- There is productive use of practitioners' skills to guide aspects of the learning
- Management committee officers carry out their responsibilities effectively
- Practitioners have an appropriate understanding of the setting's main strengths
- Practitioners are open to new ideas and are ready to try different ways of working
- The development plan includes suitable targets and is implemented appropriately
- Partnerships contribute constructively to the setting's work

Recommendations

- R1 Embed planning procedures further to develop children's skills more systematically across the areas of learning
- R2 Develop the use of children's assessment outcomes in planning the next stages in their learning
- R3 Establish more rigorous evaluation procedures to identify and address areas requiring attention
- R4 Address the health and safety issue discussed during the inspection

What happens next?

The setting will draw up an action plan that shows how it is going to address the recommendations. The local authority will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?

N/A

There is no report on children's progress, standards in their skill 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

Practitioners provide a range of interesting experiences across most areas of learning. Activities are based on a series of themes that are appropriate to the age range and children's level of development. There is some use of visits and the contribution of visitors to extend children's experiences. They include visits to the village shop, the library in Aberystwyth and a train journey to Devil's Bridge.

Planning for activities led by adults identifies the skills to be addressed clearly. These activities are organised appropriately to meet the learning needs of children of different ages although this is not always evident in the planning. Planning for children's independent play is uneven and too general for the most part to support their learning consistently. Overall, planning processes are not thoroughly embedded to ensure that children's skills develop systematically across all areas of learning.

Daily activities provide suitable opportunities for children to use their literacy and numeracy skills. There is constant encouragement for children to use their Welsh skills in their learning and play. This is a strong feature. There are appropriate opportunities for children to converse simply, listen to stories, look at books and sing songs and rhymes. There is effective provision to develop children's mathematical and number skills. They include specific sessions to develop children's understanding of basic number plus purposeful activities that enable children to apply their knowledge of number and shape, for example, in different contexts. There are a few suitable opportunities for children to practise their basic information and communication technology (ICT) skills but planning lacks sufficient detail to develop their skills consistently.

There are appropriate opportunities for children to practise their creative and physical skills and to develop their investigative skills. Activities, such as using photographs to identify features in the outside area and following visual instructions when travelling on bikes, provide children with constructive opportunities to use their thinking skills independently.

Practitioners develop children's awareness of the traditions and celebrations of Wales effectively through activities such as celebrating St. David's Day and St. Dwynwen's Day.

Teaching: Good

Practitioners have a sound knowledge of child development and the Foundation Phase. They ensure an appropriate balance between activities that are led by adults and activities the children choose themselves. There is appropriate use of a range of teaching methods and suitable resources which promote children's interest and involvement in their learning. Practitioners join in activities effectively to support children's learning and to extend their vocabulary. They welcome children's contributions which develops their confidence in answering questions and expressing opinions simply. An example of this is children's willingness to discuss their investigations in the sand tray with a few children responding in extended sentences including correct terms such as full and empty, heavy and light.

Practitioners know the children well and can discuss their development in detail. They observe the children participating in activities and discuss and record any significant developments. There is effective use of these observations to support individual children with aspects of their work. The full use of assessment outcomes in planning the next steps in children's learning, including extending the more able, is more uneven.

Parents are appropriately informed about their children's progress through informal discussions and through a written report that sets out clearly the children's development in the six areas of learning.

Care, support and guidance: Good

Induction arrangements ensure that children settle well in the setting. Practitioners are caring and supportive of all children. There are appropriate opportunities to raise children's awareness of the importance of healthy eating and physical exercise. Healthy snacks, including a range of fruit, are available to children.

There are suitable arrangements for supporting children with additional learning needs, when necessary. The setting has a clear policy that contains relevant information. There are appropriate lines of communication with key agencies such as support services for children.

Learning experiences promote children's personal development, including their spiritual, moral, social and cultural development, appropriately. Values, such as the importance of sharing and taking turns, are fostered effectively through daily activities. Experiences, such as offering a prayer before snack and joining in a thanksgiving service and Christmas celebrations, contribute appropriately to children's spiritual development. In addition, participating in activities with the school contributes further to their social development.

There are a few suitable opportunities for children to learn about other cultures. They celebrate the Chinese New Year through a range of suitable activities. Learning about the life of people in Africa by listening to stories and discussing pictures begins to develop their awareness of the wider world

The opportunities to grow and care for plants and undertake recycling activities promote children's awareness of the importance of caring for the environment and all living things appropriately.

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

A health and safety issue was discussed further with the setting leader and officers.

Learning environment: Good

The setting is an inclusive community that provides children with equal access to the curriculum and to all activities. Practitioners consider and value children's diverse backgrounds and respond appropriately. They create a warm and friendly environment for children.

The setting has enough experienced practitioners to meet the requirements of the Foundation Phase. The building is of good quality and provides appropriate facilities. There is suitable use of the space available. As the hall is used by many other organisations, practitioners have to set up and clear away equipment at the beginning and end of each session. Samples of children's work contribute to creating a colourful environment.

There are sufficient resources across most areas of learning. The range of ICT resources is more limited. The outdoor learning area is small but provides a suitable area for physical and investigation activities. The building and site are clean. Doors and gates are secure.

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

The leader undertakes her responsibilities conscientiously and demonstrates great commitment to the setting. All practitioners understand their roles and share the same common values about learning and child development. They establish a positive relationship with children, parents and carers, and different agencies which contributes well to the sense of community within the setting. Daily routines work smoothly and suitable policies are implemented appropriately.

The management committee is very supportive and has established a constructive working relationship with practitioners. The officers carry out their responsibilities effectively. For example, the chair of the management committee initiated a review of the site before extending the use of the outdoor area as a more comprehensive learning area for children. The improvements have secured an attractive and useful learning area for children.

The setting has an appropriate system for appraising the practitioners' work and identifying their further professional development needs.

The setting gives appropriate consideration to national and local priorities, including implementing the Foundation Phase, developing children's Welsh language skills and promoting healthy eating.

Improving quality: Adequate

Practitioners have an appropriate understanding of the setting's main strengths and of some of the areas for development. They give due consideration to the views of parents through daily discussions and an analysis of the annual questionnaires, which are supportive. They take advantage of the constructive support of the local authority link officer and Mudiad Meithrin development officer to make relevant improvements. Practitioners are open to new ideas and different ways of working. The constructive use of the outdoor play area is an example.

Practitioners observe children's responses during activities and record appropriate comments on their planning sheets. A specific period is allocated weekly to discuss the observations and to plan for the following week. Overall, however, the procedures for evaluating the effectiveness of provision are too informal to identify and address consistently the areas that require improvement.

The self-evaluation report provides appropriate information about the provision. The development plan arising from this identifies a number of suitable areas for improvement. It includes relevant targets, a timetable and allocates specific responsibilities. Although uneven, there is evidence of improvements in the implementation of previous development plans. They include the development of more detailed assessment procedures and the introduction of adult-led activities to meet the learning needs of children of different ages.

The majority of the recommendations identified in the last inspection report have received appropriate attention. Nevertheless, the recommendations relating to curriculum planning and evaluating the provision have not been met in full.

Partnership working: Good

The setting has a strong partnership with parents and carers and this was confirmed in the conversations held during the inspection. Practitioners are regularly available to meet parents at the beginning and end of each session. They provide parents with relevant information through the brochure, notice board and newsletters.

The setting has constructive links with the local school. Practitioners and children benefit from the opportunities to participate in events with the school. These links also assist children to transfer smoothly to the next stage in their education.

The positive working relationship with the local authority link officer, officers and members of the management committee, and Mudiad Meithrin support officer promotes the further development of the setting.

There are beneficial links with the community, including the hall committee, the chapel and church. Children visit different places in the village, such as the shop and post office, and participate in the eisteddfod and the Cwrdd Bach. These activities develop children's awareness of their community effectively. The constructive relationship with parents and the community ensures good support for the setting's fund-raising activities.

Resource management: Good

The setting is appropriately staffed. There is effective use of individuals' time and skills to guide learning experiences, for example, mathematics activities. There is productive use of resources to support the learning.

Practitioners attend suitable courses on the education and care of children. They make appropriate use of the training received to promote aspects such as children's language and mathematical skills. There is suitable use of some visits to other settings to share experiences and to observe good practice.

The setting leader and the management committee have a clear understanding of the budget and prioritise spending in line with the setting's needs. There is effective use of fund-raising initiatives to supplement resources. Given the range of experiences, the quality of teaching and the care and support for children, the setting offers good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

Appendix 2

The reporting inspector –

Dorothy Morris	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>

Professional Association for Childcare and Early Years (PACEY)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (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.