

# **The inspection of educational provision for children before compulsory school age**

## **Nursery report on:**

**Cylch Meithrin Eglwysrwrw**

**Registered Nursery Education Inspector: Angela Lake James**

**Date of inspection: 20 & 21 October 2009**

**Contract number: T/027/09N**

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**Report on the inspection of nursery settings in the non-maintained sector**

**Name of nursery: Cylch Meithrin Eglwyswrw**

**Address: Canolfan Gymunedol Eglwyswrw, Eglwyswrw, Crymych,  
Pembrokeshire**

**Post code: SA41 3SN**

**Telephone: 07811256687**

**Person responsible for day-to-day management: Mrs Angela Harries**

**Position: Leader**

**About the inspection**

This inspection took place as part of a national programme of inspections of the educational provision for children before compulsory school age in Wales. It was commissioned by Her Majesty’s Inspectorate for Education and Training in Wales.

The purpose of inspection is to identify good features and shortcomings so that providers can improve the quality of education offered and help children achieve their full potential. Another purpose is to inform parents and the public about the quality of nursery education. A copy of the inspection report must be given to all parents/carers with a child at the nursery and should be available on request to other people.

Inspectors have used a five-point scale to record all judgements. Grade definitions are:

- Grade 1**                    good with outstanding features
- Grade 2**                    good features and no important shortcomings
- Grade 3**                    good features outweigh shortcomings
- Grade 4**                    some good features, but shortcomings in important areas
- Grade 5**                    many important shortcomings

## 1.0 Context of the setting

### Context of the nursery setting

Cylch Meithrin Eglwysrwrw was established in 1973 and is based in the old primary school now used as a community centre. The Cylch is managed by a volunteer committee and is a registered member of Mudiad Ysgolion Meithrin. Support is received from the Pembrokeshire Early Years Partnership and Child Care.

There is provision for children between two and a half and four years old and the setting is open for 39 weeks of the year. At present, there are 23 children on the register – 6 are two and a half years old, and 17 are three to four years old. 17 of the three to four year old children are funded.

There are 6 members of staff, consisting of the leader, 4 assistants and 1 assistant receiving Cam wrth Gam training, who work at the Cylch for four mornings a week. They are suitably qualified and all are fluent Welsh speakers.

The building, renovated in 1998, consists of an entrance hall that is used by parents and carers when they bring their children to the Cylch and when collecting them. Notices and useful documents are also displayed and kept here. The large hall is used for daily activities, as well as an outside area in front of the building. The building is used occasionally by other societies, and this means that equipment and resources then have to be cleared away. Despite this, the setting is adequate for the needs of the Cylch.

About half of the children come from Welsh speaking homes. At the time of the inspection there were no children from ethnic minority backgrounds in attendance or any with English as an additional language.

Children are able to attend following their second birthday and leave in the term following their fourth birthday. The Cylch are able to provide for children with additional learning needs, although none have such needs at present.

The children come from the Eglwysrwrw area and from as further afield as Trefdraeth, Cardigan and Llechryd – areas that are not particularly prosperous or socially disadvantaged.

The Cylch was recognised as a “Cylch Rhagorol” by Mudiad Ysgolion Meithrin in 2007.

The Cylch was last inspected by Estyn in October 2003 and by the Care and Social Services Inspectorate for Wales in July 2009.

## 2.0 Main findings of the report

### 2.1 The overall quality and standards of educational provision and whether or not the provision successfully promotes the goals for children's learning

The quality and standards of educational provision, taken overall, are appropriate and successfully promote the Foundation Phase Outcomes for children's learning.

### 2.2 Standards achieved by children in the six areas of learning

Areas of learning	Grade for under-fives
Personal and social development, wellbeing and cultural diversity	2
Language, literacy and communication skills	2
Mathematical development	2
Welsh language development	N/A
Knowledge and understanding of the world	2
Physical development	2
Creative development	2

### 2.3 Inspection judgement on the quality of education provided by the setting

Quality of education	Grade for under-fives
Quality of provision for children's spiritual, moral, social and cultural development	2
Quality of planning for children's learning	3
Quality of teaching	2
Quality of assessment and recording of children's progress, and reports for parents and carers	3
Quality of the relationships with parents, carers and the community	2
The extent to which the setting contributes to children's wellbeing	2
Quality of the leadership and management of the setting	2
The progress made by the setting in implementing the key issues for action identified in the last inspection report	2

### 3.0 The standards achieved by children in the six areas of learning

Standards achieved by 3-4 year-olds.

#### 3.1 Personal and social development, wellbeing and cultural diversity

##### Good features and no important shortcomings

##### Good features

All children enter the Cylch happily and form good relationships with other children and with adults.

They choose their activities confidently on the whole and show respect and affection towards others. Nearly all concentrate for lengthening periods and seek help where needed.

All children are keen to take part in the variety of activities that are set out for them both in the indoor and outdoor environment. Many show confidence, enjoyment and a readiness to take turns, for example, when experimenting with technological equipment, such as controlling the mouse when using the computer, or when using a moving toy.

All the children are beginning to take responsibility for personal hygiene and understand the need for washing their hands after using the toilet, before eating and after painting.

They are developing an awareness of different cultures through activities such as celebrating the Chinese New Year and learning about different foods associated with different countries.

They show a good awareness of the traditions and celebrations of the cultures of Wales through a variety of activities associated with St David`s Day, Santes Dwynwen and Cardigan Fair.

Most children are willing to share and respond to reason.

### **Shortcomings**

There are no important shortcomings.

## **3.2 Language, literacy and communication skills**

### **Good features and no important shortcomings**

#### **Good features**

Nearly all children listen to and carry out instructions well. All the children listen attentively to stories and most respond enthusiastically to the characters and events.

All the children join in with Welsh songs and nursery rhymes with obvious enjoyment.

The children`s ability to communicate in the Welsh language is variable and largely dependent on their linguistic background. Most of the children from Welsh speaking homes are developing confidence to retell their own experiences. The children from English speaking homes show that they understand the Welsh language by following instructions and repeating familiar words and phrases purposefully – on the whole, they understand more words than they can speak.

Many children show an interest in books, handling them as a reader. Many are able to recognise and choose their name from a collection of labels that await them as they self-register in the morning on arrival.

All of the children enjoy experimenting with mark-making and use a variety of media, for example, pencils and coloured pencils on paper and chalk on a black board outside.

#### **Shortcomings**

There are no important shortcomings.

### 3.3 Mathematical development

#### Good features and no important shortcomings

##### Good features

All the children respond and join in well with number rhymes and songs, joining in with enthusiasm as they sing about apples falling one by one from a tree, for example.

The majority of children develop an interest in numbers and use their counting skills naturally in their play activities.

Most of the children use mathematical language fairly accurately in relevant contexts, such as when describing big and small apples in their painting and printing activities.

All the children join in rote counting to numbers 1-10, and many recognise and name numbers 1-3.

Many children play with shapes and use them to make models, for example, when using 3D shapes to build a wall outside.

Most children sort and match objects based on colour and size and can repeat basic patterns.

All the children are beginning to develop an awareness of the purpose of money as they use their plastic money to pay for their morning snack.

##### Shortcomings

There are no important shortcomings.

### 3.4 Welsh language development

Not applicable

### 3.5 Knowledge and understanding of the world

#### Good features and no important shortcomings

##### Good features

All the children show an eagerness to explore and experiment indoors and outdoors. A visit to Allt Pentre Ifan was a good opportunity for children to develop their investigative skills as they searched for green objects as part of their project on autumn colours.

The majority of children are beginning to learn about different places in their locality by visiting the village and meeting people who live and work there.

Most of the children have a basic understanding of the seasons and their characteristics. They know that leaves fall from the trees in the autumn. They are developing a good awareness of elements of the weather and the effect on themselves and other creatures.

Most of the children are beginning to understand the idea of past and present in their daily discussions of "My calendar" as they choose the correct day, month and season and as they discuss yesterday's and today's weather.

They are beginning to appreciate the differences between materials, for example whilst experimenting with making different coloured jellies. They know that jelly melts in hot water.

### **Shortcomings**

There are no important shortcomings.

## **3.6 Physical development**

### **Good features and no important shortcomings**

#### **Good features**

All the children are developing confidence in using physical spaces both indoors and outdoors. As the children play on bikes outside, they show that they are developing good pedalling, controlling and steering skills.

Most of the children use a range of small tools well and confidently, such as pencils, brushes and chalk and materials like clay and glue.

They are developing an awareness of their own bodies, and how they move. They show increasing control as they balance on a series of blocks on the yard outside.

They understand the differences between running and jumping, skipping and jumping, for example as when taking part in the Cylch sports.

Most of the children listen to instructions and can start and stop play on command. They display enjoyment and a readiness to help with tidying up and clearing away.

They show that they are beginning to understand safety issues associated with physical play.

#### **Shortcomings**

There are no important shortcomings.

### **3.7 Creative development**

#### **Good features and no important shortcomings**

##### **Good features**

All the children explore and experiment with a variety of techniques and materials both indoors and outdoors.

Most of the children are confident in making choices when using paint, paper and glitter to make a personal collage. They experiment confidently with apples of different sizes in order to place them in a tray of paint and use them to print on paper.

They learn how to shape, arrange and combine materials, for example when experiencing making corn dollies.

All the children respond positively when singing a variety of songs including action songs and respond appropriately to rhythm with their voices and when performing simple folk dancing movements.

Most of the children enjoy role play and dressing up.

The children are beginning to enjoy and appreciate the work of others especially the work that is displayed well on the walls.

##### **Shortcomings**

There are no important shortcomings.

#### **4.0 The quality of educational provision**

The quality of educational provision for 3-4 year-olds.

##### **4.1 Quality of provision for children's spiritual, moral, social and cultural development**

###### **Good features and no important shortcomings**

###### **Good features**

The Cylch has clear aims, values and principles.

The Cylch succeeds in promoting respect for the diversity of beliefs, attitudes, social and cultural traditions found in Wales. The Nativity and Easter are celebrated and the children sing a simple prayer before leaving every morning.

The staff promote values such as respect, courtesy and sensitivity daily, and this in turn encourages the children to develop similar values.

The children co-operate well and are able to share and wait their turn whilst considering the feelings and wishes of others.

The staff promote the Welsh language in a positive and sensitive way, and give appropriate consideration to the culture and traditions of Wales. Children are given opportunities to celebrate their Welsh identity by means of a good variety of activities such as singing, listening to stories and by celebrating significant festivals such as St David's Day, Santes Dwynwen and local events such as Cardigan Fair.

###### **Shortcomings**

There are no important shortcomings.

##### **4.2 Quality of planning for children's learning**

###### **Good features outweigh shortcomings**

###### **Good features**

The planning is based on the Framework for Children's Learning for 3-7 year olds in Wales.

Staff use a whole-setting approach to planning and the long term planning contains a choice of themes for each term as well as seasonal activities.

Taking children's interests into consideration, staff plan appropriate activities for the six areas of learning that ensures a broad and relevant curriculum. The planning also contains a record of skills to be developed within the various activities.

The planning allows all children to access the curriculum.

The planning for the Curriculum Cymreig is a good feature of the provision and relevant emphasis is placed on planning for cultural diversity.

There is appropriate balance between the planning for child-led activities and for adult-led activities.

On the whole, the planning makes effective use of the available resources both indoors and outdoors.

### **Shortcomings**

The planning does not focus sufficiently on the needs of individual children.

The planning of activities for continuous provision does not indicate clearly the balance of activities provided for the children, including access to musical instruments and musical areas.

## **4.3 Quality of teaching**

### **Good features and no important shortcomings**

#### **Good features**

The staff are developing a good understanding of the requirements of the Foundation Phase and good co-operation is evident.

Advisory teachers from the local education authority visit the Cylch regularly. The staff show readiness to accept advice and ideas in order to improve the quality of the teaching and to support children`s progress and achievement effectively.

Plenty of opportunities are provided for children to learn through play and active involvement, and this is done by providing interesting and stimulating activities both inside and outside. The staff promote high standards by constantly encouraging the children to contribute, to take part and to enjoy.

The staff immerse the children in a variety of experiences and activities and constantly encourage them to communicate their needs, their feelings and thoughts and to retell their experiences. This is done by using purposeful questioning and consistent praise of children`s behaviour, achievement and effort.

Children receive a good quality of care, support and guidance and every individual child`s contribution is valued.

#### **Shortcomings**

There are no important shortcomings.

#### **4.4 Quality of assessment and recording of children's progress and reports for parents and carers**

##### **Good features outweigh shortcomings**

###### **Good features**

Children are assessed by all staff during their daily activities and notes are kept on any significant developments. This information is then transferred to a book of observations that has a page for each child. In their booklet, there is room to record skill developments made by the children in the six areas of learning.

The staff know the children very well and regular discussions with parents and carers, both formally in parents meetings and written reports, and informally in daily discussions, ensure that they are kept informed of children's progress.

Staff are aware of procedures to be followed in order to make a diagnosis of any child suspected of having additional learning needs.

A booklet for each child is passed on to the receiving primary school and gives a comprehensive picture of the child's achievement. The booklet is based on county ideas for school transfer.

###### **Shortcomings**

Assessment results are not used sufficiently to inform planning and improve learning.

#### **4.5 Quality of the relationships with parents, carers and the community**

##### **Good features and no important shortcomings**

###### **Good features**

The questionnaires returned by parents show that they are pleased with their children's progress and that their children are very happy in the Cylch. Further discussions confirmed this.

The Cylch has a useful leaflet for new parents. In addition, parents and carers receive good information by means of regular newsletters and notices placed in the entrance hall on the notice board. From time to time, parents and carers are invited to participate in money raising activities, such as at Christmas time.

The Cylch makes use of visitors from the local community to talk to and work with the children, and plans regular activities for the children to use the local environment.

This contributes well to enriching the children`s learning. A visit to a farm, for example, helped the children to realise the importance of caring for living things.

### **Shortcomings**

There are no important shortcomings, but some parents would like more information about their child`s achievement and about what is taught.

## **4.6 The extent to which the setting contributes to children`s wellbeing**

### **Good features and no important shortcomings**

#### **Good features**

The setting has adopted appropriate policies and procedures that contribute well towards promoting children`s well-being. The staff know the children very well and respond promptly to their needs.

The booklet for new parents contains a list of policies that the Cylch has and all policies are displayed in a file in the entrance hall. These include a health and safety policy and a child protection policy.

All staff have received appropriate training and the leader is the designated co-ordinator for child protection. Every member of staff has had a recent Criminal Records Bureau (CRB) check.

Children are supervised well at all times and there are strict arrangements for receiving children when they arrive in the morning and when they are collected by their parents and carers.

Risk assessments and fire drills are completed appropriately.

The snacks provided for the children are healthy and nutritious and children have plenty of opportunities for strenuous activity outdoors.

#### **Shortcomings**

There are no important shortcomings.

## 4.7 Quality of the leadership and management of the setting

### **Good features and no important shortcomings**

#### **Good features**

The Cylch benefits from the active involvement of the management committee that meets as a rule every half term or more often as required. During meetings, the current provision is discussed as well as ideas and systems for improving standards and the quality of the provision. For example, there are plans under way for providing outside resources that will allow the children to plant and grow their own flowers and vegetables.

The staff are well qualified and experienced and have attended a number of relevant courses including those designed to familiarise themselves with the requirements of the Foundation Phase. This has a positive effect on standards and provision.

The Cylch has a good working relationship with the local primary school, Mudiad Ysgolion Meithrin, and the Early Years Partnership and Child Care staff.

The Cylch makes good use of the available resources and accommodation, including making use of the local environment.

#### **Shortcomings**

There are no important shortcomings.

#### **4.8 The progress made by the setting in implementing the key issues for action identified in the last inspection report**

Overall, the Cylch has made good progress in addressing the key issues from the last inspection.

#### **5.0 Recommendations**

##### **The setting needs to:**

- R1: ensure that the planning focuses sufficiently on differentiated activities for the needs of individual children;
- R2: use the outcomes of assessment to identify the next steps in children`s learning.

**The provider must draw up an action plan within 40 working days, or 45 working days if the plan needs to be translated to or from Welsh, showing how the issues identified above will be addressed. The action plan must be given to all parents/carers with a child at the setting. A copy of the action plan must be sent to the Chair of the Early Years and Childcare Partnership or Children and Young Peoples' Partnership, as appropriate, and to the Local Authority. An evaluation of the action taken will form part of the next inspection.**