



*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**

**Rhiwderin Village Meithrin  
Rhiwderin Community Centre  
Pentre Tai Road  
Rhiwderin  
Newport  
NP10 8RL**

**Date of inspection: May 2011**

**by**

**Mary Dyas**

**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

Rhiwderin Village Meithrin is now an English-medium setting which serves the area around the village of Rhiwderin near Newport, Gwent and meets in the village community centre. Until February 2010 this was a Welsh-medium setting affiliated to Mudiad Ysgolian Meithrin but, following discussions with the management committee it was decided that the change to English-medium would more accurately reflect the ethos of the setting.

The playgroup serves a semi-rural area. The children who attend are considered to come from a mix of socio-economic backgrounds and almost all have English as their home language. None of the children speak Welsh at home. Three per cent of the children currently attending the setting have additional learning needs.

The setting is open for five mornings and three afternoons during school terms for up to 26 children aged from 2 to 5 years. Most children stay at the setting until the September following their 4<sup>th</sup> birthday when they move on to mainstream school.

At the time of the inspection 26 three year olds and 10 four year olds were in receipt of funded educational provision from the Local Authority.

The setting was last inspected by the Care and Social Services Inspectorate Wales in July 2009 and by Estyn in 2006.

## Summary

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

### Current performance

The setting is good because:

- All children make good progress and achieve well
- All children are happy and are very well behaved in the setting
- It provides a wide range of varied and interesting activities which engage the children and motivate them to learn; and
- There are warm and caring relationships between children and staff

### Prospects for improvement

The prospects for improvement are good because:

- There is a long standing culture of informal self evaluation across the setting
- The leaders and staff have a very positive attitude towards improvement; and
- Foundation Phase methodology is well established and has a positive impact on children's all round development

## Recommendations

The recommendations for improvement are to:

R1 develop a system of observations of children's progress and improvement which directly informs pupils records of achievement

R2 continue to refine and develop planning for focus activities; and

R3 continue to develop the process of self evaluation in order to identify strengths and areas for improvement which will inform the setting's development planning

### What happens next?

The setting will draw up an action plan which shows how it is going to address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>
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<b>Good</b>
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### Standards: Good

All children achieve well and make good progress in relation to their starting points across all the Foundation Phase areas of learning. Children acquire new knowledge and understanding effectively and enjoy the challenge of new and varied activities. Nearly all children are very confident learners who are willing to learn from their mistakes, take risks and explore their surroundings. All children are fully involved during the sessions. They make choices for themselves and become absorbed in what they are doing; for example when creating a collage from a choice of materials or constructing a model fire engine. Most children apply their skills well to a wide range of play activities. Many have good communication skills and use complex sentence structures and vocabulary to express themselves. Most children join in with songs and rhymes with enthusiasm and enjoy listening to stories and sharing books with adults and with their friends. When questioned, almost all children speak enthusiastically and knowledgeably about the things they have been learning.

Children are making good progress in their development of early mathematical skills. All count confidently together to ten, and many to twenty, in both English and Welsh and most are able to count objects accurately to five and a few to ten. Many children use mathematical language appropriately in the course of their play. Most children use electronic toys with understanding. All children make good progress in gaining skills in the Welsh language. They understand and respond to a good range of instructions and commands in Welsh and sing and recite many Welsh songs and rhymes.

**Wellbeing: Good**

All children enter the setting happily, are welcomed by their friends and settle immediately into activities. Relationships between children and adults are strong. Children are treated with affection and respect and learn to treat one another in the same way. Behaviour is particularly good. Children work well with one another and understand the need to share and to take turns. All children participate enthusiastically in the good range of activities available to them.

Most children are able to explain why it is important to clean their hands before meals or after using the toilet. They eat healthy foods at snack and lunch time and enjoy physical activity when playing outdoors.

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

The setting provides all children with a wide range of interesting and stimulating learning experiences across all areas of learning. The leaders and their assistants work very well together to plan a wide range of activities which stimulate, engage and challenge most children to learn effectively.

Planned activities are relevant to the children and practitioners are sensitive to the needs of the group. They effectively develop children's communication, numeracy and information and communication technology skills. Both indoor and outdoor environments provide good opportunities for children to experiment with new experiences and develop their skills effectively. Visitors to the setting such as a dental hygienist, community police officer, a local artist and Mrs Tufty enhance the children's experiences.

The provision for children's Welsh language development is good and Welsh is used throughout the session by adults and children. St David's Day is well used to enable children to learn about the traditions and celebrations of Wales and children are aware that they live in Wales.

The children show that they understand that we must not waste things. They put fruit left from their snack time out in a bin for composting and recycle the paper they use. Rainwater is collected to water the plants they grow.

**Teaching: Good**

Practitioners are very experienced and have a secure knowledge and understanding of the Foundation Phase. They use a range of approaches to stimulate play and active learning. They know the children very well and adapt their questioning and teaching appropriately to the stage of development of individual children.

Practitioners know when it is appropriate to intervene in children's learning and to encourage them to talk and think about what they are doing. Good use is made of praise and encouragement to support children in their learning and in extending their thinking.

Pupils are assessed on entry using the Local Authority Baseline assessment and then termly against Foundation Phase outcomes using skills tracker sheets. Practitioners carry out focussed observations which feed into future planning but these are not carried out consistently. Staff know their children well and assessments of progress are accurate but these are not supported by routine observations of children engaged in learning activities.

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

Good procedures are in place to ensure that children settle quickly when they join the pre-school group and the setting provides a warm and welcoming environment for the children.

Good procedures are in place to support children with additional learning needs. Practitioners work well with other professionals to ensure that all children's needs are met and to ensure progression of children who need specialist support.

The setting has an appropriate policy and has procedures for safeguarding. Practitioners are aware of their responsibilities and have read the policy. The setting has a good range of policies to ensure children's safety during sessions and good risk assessments are in place. The setting leaders have attended up to date safeguarding training.

Learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development.

### **Learning environment: Good**

The playgroup is an inclusive community and respects and celebrates diversity. All activities are available and accessible to all children and the setting would be appropriate for any children with physical disabilities. Behaviour is very good.

The setting provides a welcoming environment for the children. There are colourful displays on the wall incorporating children's work and photographs of activities in which the children have participated. The group is well resourced with a range of high quality equipment which is used appropriately to support children's learning.

Practitioners in the pre-school group are appropriately qualified to teach all aspects of the Foundation Phase curriculum. They work well together to create a stimulating environment for learning. Staff in the nursery are well established and form a strong and caring team. This is a particularly strong feature of the setting.

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

Practitioners have created a very positive ethos where staff and children are valued and respected. The leaders have a clear sense of purpose and vision for the setting to deliver the best provision for the children and they set high standards for themselves and their staff.

The playgroup has clear policies and aims which are understood and implemented by all practitioners. There is a well established appraisal system in place to support and improve staff throughout the playgroup.

Practitioners respond appropriately to national and local priorities and are fully involved in training and developments connected with the Foundation Phase.

**Improving quality: Good**

Formal self evaluation is relatively recent and is developing well. Practitioners know their setting very well and are able to show how they have improved provision and standards of children's improvement and wellbeing. Evaluations of focus activities feed into future planning and practitioners are always alert for the particular needs of individuals.

Staff regularly attend courses run by the local authority and make good use of this training to improve curriculum planning and organisation in the setting.

**Partnership working: Good**

A good range of partnership working contributes positively to children's progress and wellbeing. Relationships with parents and carers are very strong and daily contact and regular newsletters reinforce this. Responses from parents in the pre-inspection questionnaire were very positive and many of those who responded wrote additional comments to express their satisfaction.

The setting makes good use of visitors from the community and is also able to take the children on visits to further enhance their learning experiences. They also work together with a nearby playgroup and bring their children together for special events such as celebrating the recent royal wedding, singing Welsh songs for St David's Day and a harvest festival.

The local authority Foundation Phase advisory teacher works effectively with the setting and practitioners express appreciation of her support. There is evidence that her advice and guidance has been acted upon.



**Resource management: Good**

Staff are effectively deployed. They have worked together for many years and make good use of one another's strengths which ensures the smooth organisation of sessions. The available space is well used to support the planned activities and resources are regularly reviewed and organised to ensure that they are appropriate for the planned activities.

The nursery is managed by a committee of parents which oversees spending. Most spending decisions carefully considered by the setting leaders in consultation with the management committee. The setting gives value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

Eighteen completed questionnaires were returned. Responses to all questions were positive and eleven contained additional comments to the effect that their children enjoy attending the nursery, have made good progress and are happy and confident. Particular mention was made of the dedicated and caring staff.

#### Responses to discussions with children

Children say that they enjoy attending the nursery because they like to play. They have friends and show that they understand what they should do if they are unhappy.

## Appendix 2

### The reporting inspector

Mary Dyas	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))

If available, the data report can be found on our website alongside this report.