

Self Evaluation Report

Setting: Cylch Meithrin Betws yn Rhos 2022 – 2023

Year: 2022- 2023

Leader: Linda Griffith

Setting staff: Carol Roberts

Chairperson: Fiona Lloyd

Registered Person: Meira Woosnam

	Theme	Key Area What do we do well – how do we know?	Examples of evidence
C H I L D R E N	1. Wellbeing (1.2 in the previous self-evaluation document)	<p>1.1. To what extent do children have a voice?</p> <ul style="list-style-type: none"> • do they have the opportunity to make choices and decisions? • are they listened to and are all attempts at communication valued? • are they encouraged to speak and express themselves? • do they have the opportunity express their views and know that their ideas will be listened to? • do they have the opportunity to contribute to ideas for themes and topics? <p>The children in Cylch Meithrin Betws yn Rhos are given regular and frequent opportunities to make choices and contribute to decisions during the sessions. They are given opportunities to make specific choices at specified times such as Amser Snac and choosing time. They will choose which story they would like a staff member to read and are familiar with regular activities and will request these during sessions.</p> <p>The staff are familiar with supporting all communication attempts made by the children and will listen to them on their level. This encourages the children to speak up and makes them feel that their voice matters.</p> <p>The staff guide the children's choices to support their safety i.e. outside is not available at times of adverse weather.</p> <p>The children are encouraged to talk about their own interests which are incorporated into planned themes, for example when talking about the seaside the children are encouraged to talk about their own experiences and to share things that they have seen or collected.</p>	<p>Observe children at the setting</p> <p>Observe practitioner interaction</p> <p>Children's voice noted in the planning</p> <p>A display board to note children's ideas</p> <p>Pupil Profile</p>

	<p>1.2. To what extent do children feel safe, happy and valued?</p> <ul style="list-style-type: none"> • are they settled and can cope with separation from their parents? • do they form positive emotional attachments? • do they feel secure, happy and comfortable and relaxed? • do they feel valued and have their rights respected? • do they have bonds of affection with practitioners who know them well and give them consistent and continuous care which fosters confidence and positive self esteem? • are they forming friendships? • do they know whom to talk to if they are unhappy or worried about something? • are they confident that their likes, dislikes and concerns will be taken into account? <p>Children and their parents/guardians are welcomed into the Cylch every day which makes most of the children happy and comfortable to leave their parents/guardians. Some children require additional support from staff members when leaving their parents/carers and this is always provided. Staff, parents and children have a small conversation in order to pass on important information and for the child to settle in.</p> <p>The children always form positive attachments to the Cylch Meithrin staff. Extra time is given to new children to support them in settling in.</p> <p>Children have opportunities to play within groups of other children to encourages them to form friendships with their peers.</p> <p>Most children show good levels of self-worth with an incentive to learn. This is supported and encouraged by the staff.</p> <p>Children are encouraged to show respect for the staff and all staff ensure that they have time to listen to the children's ideas or discussions.</p> <p>All children are encouraged to speak up when they are unhappy or worried. The staff all know the children very well and are able to identify when something is wrong. Children have the opportunity to speak to members of staff 1:1 which is helpful particularly when they are shy or quieter.</p>	<p>Observe children on entry</p> <p>Observe children during the session</p> <p>Observe practitioner interaction</p> <p>Pupil Profile</p>
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	<p>1.3. How well do children behave?</p> <ul style="list-style-type: none"> • are they resilient and can cope? • are they beginning to develop a sense of right and wrong and are learning to manage their behaviour? • are children learning to understand their feelings and be sensitive to the emotions of others? • do they co-operate, take turns and share? • do they respect others and take care of equipment and resources? • are they self-disciplined and set and comply with rules for socially acceptable behaviour in line with age and stage of development? <p>The children are all happy and confident in the Cylch Meithrin setting and this confidence builds their resilience. They are reassured by the consistency of rules and boundaries applied at the Cylch Meithrin by all staff members and this supports them in developing their sense of what is acceptable and what is not.</p> <p>Children are supported to understand their own, and others' emotions by the staff.</p> <p>Staff support the children to play co-operatively with each other. They are supported to develop turn taking skills and to share the toys and resources within the Cylch. They are taught to value the resources and equipment of the Cylch and the school resources, and are taught to respect each other and the staff.</p> <p>The children generally have a good level of self-discipline, supported by their understanding of the rules and boundaries of what is expected in the Cylch. The staff place appropriate expectations of behaviour on each child based on their age and stage of development.</p>	<p>Observation of children during the session</p> <p>Reports</p> <p>Observations</p> <p>Profile</p> <p>Parental views</p>
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	<p>1.4. To what extent do children enjoy their play and learning?</p> <ul style="list-style-type: none"> • are they engaged, interested and excited? • do they persevere for an appropriate amount of time to complete an activity and demonstrate resilience? • do they sustain interest and concentration in activities and tasks? • do they gain a sense of achievement from what they do? • are they active and curious learners? • do they enjoy organised, free play, leisure and recreational activities? <p>The children are all happy to attend the Cylch Meithrin and look forward to their sessions. During sessions they are encouraged to engage with activities. The children are interested in the themes and activities and are generally excited to see what is going to happen next.</p> <p>Children are encouraged to maintain their attention for appropriate lengths of time to structured activities. They are encouraged to complete tasks and are praised for finishing a task or activity.</p> <p>Children are rewarded appropriately for their achievements by the members of staff.</p> <p>The children are encouraged to explore the setting and the toys and resources available. This fosters a love of learning and exploration in each child. The children have access to a range of activities, including organised, structured activities which are staff-led, and free play activities which are more child-led. They have access to a range of settings both inside and outside.</p>	<p>Observation of children during the session</p> <p>Reports</p> <p>Profile</p> <p>Observations</p> <p>Parental views</p>
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	<p>1.5. How well do children develop and become independent?</p> <ul style="list-style-type: none"> • are they developing emotionally, physically, socially, creatively, linguistically and intellectually? • are they becoming confident and independent? • are they motivated children and follow personal interests? <p>The staff are all committed to supporting each child's development to the best of their ability. The children complete a range of activities to support their physical development. Their emotional and social development is fostered through a range of play opportunities. The staff in the Cylch Meithrin are all experienced in supporting the language and communication development of all of the children.</p> <p>The children are all supported to become confident and independent learners in the setting. The staff are all interested in the individual interests of the children and they are all encouraged to share the things that are interesting and motivating for them.</p>	<p>Assessment records</p> <p>Observation of children during the session</p> <p>Reports</p> <p>Profile Observations</p>
Areas to be developed	<p>Staff to continue to develop the provision available for individual children, particularly those who find learning and/or engaging in the setting more challenging.</p> <p>Staff to continue to support access to all activities for all the children.</p>	

	<p>2. Learning (only applies to funded children) (1.1 in the previous self evaluation)</p>	<p>2.1. How well do children acquire skills and make appropriate progress in their learning?</p> <ul style="list-style-type: none"> • All children achieve good standards bearing in mind their age, stage of development, additional needs and their ‘starting point’ • All children make realistic progress in what they can do, in their knowledge and understanding and skills, as staff we keep track on development through focus tasks. • All children achieve well in activities that strengthen and develop their learning. <p>Communication skills</p> <ul style="list-style-type: none"> • Nearly all children express their feeling and emotions through gestures, mime, singing and through art and music. • Children make themselves understood, using appropriate language for their age and stage of development. First of all in their home language (Welsh or English) and later develop basic Welsh language as their confidence and understanding develops • Nearly all children listen and follow instructions in Welsh • Nearly all children show an interest in books and enjoy their content, with or without an adult, handling them confidently as a reader. • Nearly all child follow stories read to them and respond appropriately showing interest and excitement • Nearly all children are confident and experiment with mark-making and writing experiences using a variety of media. • Nearly all children play with language, as a means of developing their interest in language eg following first letter cues and enjoying word games • A majority of children understand some functions of writing eg taking orders at the role play café and sending ‘letters’ to Santa <p>Numeracy skills</p> <ul style="list-style-type: none"> • A majority of children select and use appropriate mathematical ideas, equipment and materials to solve practical problems • Nearly all children use mathematical language in relevant context eg language to describe height, length, size and weight • Nearly all children recognise patterns, sequences and relationships through play and practical experiences eg creating repeating patterns with coloured beads • A majority of children participate in a range of songs and rhymes including for example days of the week and months of the year, cardinal and ordinal numbers. 	<p>Assessments</p> <p>Profiles</p> <p>Observations</p> <p>Planning</p> <p>Pictures</p> <p>Evidence Record</p> <p>Work samples</p> <p>Reports</p> <p>Parent’s views</p> <p>Observe session</p> <p>Children’s mark making samples and displays</p>
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Problem solving skills

- Nearly all children make decisions about what activities they choose and what they need to undertake certain tasks eg ask for sand, slide or to paint
- Many children use different materials and resources
- Nearly all children demonstrate perseverance when faced with challenges eg build a tower, children persevering when tubes don't balance on top of each other and figuring out how to make them balance or stick together
- Many of the children work collaboratively to solve problems eg using string or sticky tape to solve problems within their play and creativity

Physical skills

- Nearly all children are physically active in line with their ability both outdoors and indoors. eg hoops, climbing, peddling bikes, kicking balls.
- Nearly all children develop good coordination skills through physical play.
- Nearly all children use large play equipment with increasing control while climbing and balancing at the park
- Nearly all children begin to handle small tools with improving control

Creative skills

- Nearly all children express themselves through a variety of media such as art, music, dance and movement, eg animal movement, dance and active story.
- Nearly all children make choices about how to present their ideas, eg take part in painting, drawing and playing musical instruments either individually or as a group activity.

Personal, social and emotional skills

- Nearly all children share and take turns with ease
- Nearly all children play co-operatively with one or more children without adult support
- Nearly all children actively join in group activities
- Nearly all children control their emotions with some support and distraction.
- Nearly all children begin to consider the needs of others and comes to tell an adult if they see someone upset.

Information and communication technology (ICT)

- Nearly all children are familiar and confident in using technology in their play and every day activities eg using apps on the ipad and using remote control cars

	Areas to be developed		
P R A C T I T I O N E R S	3. Care and Development	3.1. How well do practitioners keep children safe and healthy? <ul style="list-style-type: none"> • The cylch and committee understands the importance in child protection policy including procedures for recognising signs of radicalisation and extremism. • Policies are in place and arrangements in that promotes healthy eating and the wellbeing both emotional and physical of the children. We discuss the importance of eating healthy during sessions with the children. • The policies file contains the following policies, all up to date and regularly reviewed and all staff are familiar with the content • health and safety including food hygiene and provision for infection control • fire safety • promote healthy lifestyles • safe administration of medication • supporting children with medical conditions • administering first aid • safety on outings and visits • internet safety • bullying • the management of children's behaviour including physical intervention and restraint 	Reports Setting policies file Staff files Course Certificates Specific training Conwy Pre-school healthy and preemptable scheme file Behaviour policies

		<p>3.2. How well do practitioners manage behaviour?</p> <ul style="list-style-type: none"> • All staff are consistent in their approach, following the settings policies. • Staff use positive behaviour strategies to encourage children to behave appropriately according to their age and stage of development • All staff model good behaviour by encourage all children to respect their peers and adults Children have very good behaviour, Staff and children are taught in a positive, homely environment and children are engrossed in their play, Staff always model good behaviour 	<p>Voice of the Child</p> <p>The Learning Environment</p> <p>Behaviour Policy</p> <p>Observations</p>
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Areas to be developed		
4. Teaching and assessment (only applies to funded children)	4.1. How well do practitioners plan learning experiences that meet the needs of children? <ul style="list-style-type: none"> The planning of learning experiences is successful in engaging all children The practitioners plan together to plan flexible, responsive and innovative activities. The practitioners plan learning experiences to encourage children's all round development and progress towards meeting foundation phase outcomes. The staff use assessment and observation to build on learning experiences systematically building on existing knowledge, understanding and skills as children move through the setting. Staff encourage children to take risks, experiment with new experiences, become confident explorers of their environment and become independent learners. eg small woodland, collect apples, feed the hens and opportunity's to develop an understanding of all living things should be treated with care respect and concern. Staff plan activities to develop their physical, thinking and creative skills. eg Easter egg hunt, animal hunt, Gruffalo through the woodland. Opportunity's for children to recycle act sustainably, turning taps off after washing hands and lights off. <p>How well does the setting:</p> <ul style="list-style-type: none"> Staff plan opportunity to develop children's thinking skills, especially their communication, literacy, numeracy and ICT skills through everyday chatting, eg building train track, build bridges, house. Staff ensure that the provision for these skills is properly co-ordinated effectively and build on children's ability to ensure that children make good progress 	Planning Medium Term planning overview Profiles Observations on the Children Voice of the Child Observations at the setting Pictures A recording of the children Work samples Visits
	Welsh dimension	
	To what extent does the setting promote children's awareness of traditions and celebrations of the culture of Wales, eg Santes Dwynwen, Traditional Cooking, Dydd Gwyl Dewi, Rygbi,	

		<p>Spiritual, moral, social and cultural development</p> <p>Spiritual development</p> <p>To what extent do children have the opportunities to:</p> <ul style="list-style-type: none"> • Staff develop opportunity to develop a sense curiosity about their own and other people's lives and beliefs. Eg Chinese New Year, Country's f the world. • Staff ensure that children has opportunity's to develop a sense of awe and wonder about the world in which they live eg exploring nature, scientific possess. <p>Moral development</p> <p>How well does the setting:</p> <ul style="list-style-type: none"> • Staff ensure that they foster values such as honesty, fairness, and respect throughout the sessions. • Staff promote principals that help children to distinguish right from wrong. <p>Social development</p> <p>To what extent do children have the opportunities to:</p> <ul style="list-style-type: none"> • Staff encourage children to take responsibility, show initiative and develop an understanding of co-operating and sharing with others. Eg playing games, board games, taking turns, sharing recourses, sharing food at snack time. • Staff ensure that children understand simple rules of behaviour such as sharing toys. • Staff encourage children to take care of each other and take take some responsibility for their own actions?. • Staff give opportunity's to children to make decisions within their play, staff respond to children's request. 	
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		<p>4.2 How well do practitioners teach and assess children?</p> <ul style="list-style-type: none"> • All staff have up to date knowledge of child development and the impact of additional learning needs on development are qualifies childcare practitioners. Staff are able to adapt their provision to suite children with additional learning needs. • Most staff have attended regular training to develop their understanding the requirements of the foundation phase. Staff who have attended entail training have cascaded information to newer staff. All staff attend LA update training. • All staff have high expectations of all children, including children with ALN and more able and talented children • Staff plan a good balance between child-initiated and adult directed/led activities that meet children's individual needs flexibly. • Staff understand the importance of providing opportunities for children to learn through play and active involvement and first hand experiences? • All staff are good language models and consistently use the Welsh language and are themselves good language models. • Staff provide do they provide a stimulating, challenging and exciting environment both inside and outside which encourages children's involvement, participation and enjoyment. • The setting use additional practitioners effectively to interact with children and to provide contingency plans to cover staff illness. • Staff intervene appropriately in children's activities/play and ask appropriate questions to further developed children's learning. • Staff value the children's creative process and emphasis is not the end product? <p>Assessment</p> <ul style="list-style-type: none"> • All staff record observations in a daily observation book, these are fed into the children's individual profile. One staff member in responsible for competing focus task assessment. • Staff ensure that outcomes of assessment feed into future activities which meet children's needs and interests • Staff keep parents informed of their children's progress by sharing information on pickup and a two weekly report on skills and development. Provides suggestion's to help child improve further during informal chats. We also oofer an open door policy for discussion if parents request. 	<p>Daily observation record Focused task sheets Foundation Phase profile</p>
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	<p>Areas to be developed</p> <p>Target: All staff to contribute ideas to the activities in the Cylch – ideas wall. All staff to have specific roles within the planning system</p> <p>Target: All staff to be involved in tracking and informing planning to meet the needs of children effectively</p>
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L E A D E R S	5. Environment	<p>5.1. How well do leaders ensure the safety of the premises?</p> <ul style="list-style-type: none"> • All children are cared for in a safe, clean and secure environment. • Unnecessary risks to children have been identified and as far as possible eliminate. • There is a balance between the need to promote children's safety and protect them from harm, and the need to support children to take risks. <p>5.2. How well do leaders ensure the suitability of the premises?</p> <ul style="list-style-type: none"> • The premises and the outside play areas are welcoming, friendly and provide a suitable environment for play and learning, ongoing development of areas is continues. • There sufficient space and facilities to meet the needs of children. The room is small but the space is used effectively to develop foundation phase learning areas. • The layout and design promote children's independence in that children can decide where to play and choose resources • The premises are well maintained. The setting doesn't have their own outdoor space we make good use of the school garden, astro area, park and small woodland nearby • Some aspects are suitable for staff, for comfort break and food preparation. • Records are kept in a locked cabinet. The village hall situated next to the play room is used for confidential conversations • A variety play/recreational spaces for older children offer suitable challenges, risks and opportunities to experiment <p>5.3. How well do leaders ensure the quality of resources and equipment?</p> <ul style="list-style-type: none"> • Children have access to furniture, equipment, toys and resources that are appropriate and suitable for their needs. • Resources are age and stage appropriate, well maintained and conform to relevant safety standards. • Resources are clean and their maintenance complies with infection control principles. 	<p>Opening and locking of the setting</p> <p>Risk assessments of the setting both indoors and outdoors</p> <p>Garden, Park, Astro area, Field and Small woodland.</p> <p>The quality of equipment on resources is inspected daily.</p>
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Areas to be developed		
6. Leadership and management	<p>6.1. How effective is leadership?</p> <p>Do leaders/managers:</p> <ul style="list-style-type: none"> • set high expectations? • communicate their vision for the setting and explore how to achieve it in collaboration with others? • keep the registered person/ responsible individual and, where applicable, management committee or proprietor well informed about the setting's progress? • promote safe practices and a culture of safety? • actively support and challenge everyone to do their best? • create a positive ethos so children and staff feel valued? • promote and sustain improvements? • share their values and expectations about learning, behaviour, relationships? • set clear aims and objectives that are focused on children's needs and are understood and implemented by all practitioners and made available to parents? • plan strategically to provide purposeful opportunities for children to develop their Welsh language skills in formal and informal situations? • deliver the Welsh Language "Active Offer"? • monitor and evaluate outcomes for children? • comply with all CIW regulations and meet the national minimum standards? • have a clear statement of purpose that provides an accurate picture of the setting? <p>The leader of the Cylch Meithrin Betws yn Rhos consistently sets high expectations for staff and children. Staff meetings are encouraged for the sharing of ideas and to achieve a shared vision for the setting. The committee are kept regularly informed about the setting's achievements and areas for development.</p> <p>There is a strong culture of safety and promotion of safe practices. There is a strong ethos of value of both the children and staff members.</p> <p>Staff and all key stakeholders (including children, parents/carers, and committee members)</p>	<p>Statement of purpose for the setting</p> <p>Parent Handbook</p> <p>Meetings and records</p> <p>The setting's Self-appraisal and development plan</p> <p>Staff Training Files SSD reports /Estyn/County/MM</p> <p>Staff Handbook</p> <p>New Staff Induction Pack</p> <p>Staff evaluation</p> <p>Self-</p>

	<p>have a shared expectation of high standards for learning, behaviour and relationships within the cylch and committee.</p> <p>The language of the Cylch Meithrin is Welsh. Staff respond in English where children communicate in English and then model the Welsh for them. Children develop good Welsh language skills within the Cylch. Opportunities for Welsh language learning are provided within structured activities, routines and informal activities i.e. play activities.</p> <p>Outcomes are monitored and evaluated for the children.</p> <p>The Cylch Meithrin Betws yn Rhos is compliant with the CIW regulations and national minimum standards. There is a clear statement of purpose in place.</p> <p>6.2. How effective is self-evaluation and planning for improvement?</p> <p>Does the self-evaluation process:</p> <ul style="list-style-type: none"> • accurately identify the setting's strengths and areas for improvement? • embed in strategic and operational planning and draw on regular quality assurance procedures? • draw on first-hand evidence of the quality of care, teaching and learning? • involve all staff in assessing outcomes and their own performance, such as reflecting what they do on a daily basis? • take into account of the views of staff, parents/carers, children and other stakeholders and a report is produced and shared with contributors? • draw upon reviews, advice and feedback by external agencies, where appropriate? • lead to development plans that are monitored against clear targets and success criteria? • prioritise the matters they wish to improve? • implement sound strategies likely to bring about the desired improvements? • take account of whether concerns/complaints have been appropriately addressed? • allocate appropriate funding results in improvement in the quality of care, play, and learning? • lead to making improvements and have a positive impact on children's learning and wellbeing? <p>The self-evaluation process is a good opportunity for the committee and staff members to</p>	<p>evaluation report</p> <p>The Cylch development plan</p> <p>Pre-school healthy</p> <p>Committee minutes</p> <p>Parent Welcome Pack</p> <p>Staff files</p> <p>Staff monitoring and evaluation</p> <p>Placement Commencement arrangement</p>
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	<p>consider the Cylch's strengths and areas for improvement. The staff have contributed actively throughout and have provided first-hand accounts. All staff have been encouraged to reflect on their performance.</p> <p>The views of all key stakeholders including staff, parents/carers, and children are taken into account and shared at key opportunities.</p> <p>Support from relevant external agencies is welcomed.</p> <p>Staff are encouraged to meet regularly to share information and consider appropriate action to take. Opportunities to reflect on the implementation of these actions are encouraged. Feedback from parents/carers, children and staff is taken into consideration when planning for the allocation of funding. The impact of this is then reviewed to ensure that this is effective.</p> <p>6.3. How effective is the management of staff and resources?</p> <p>How well do leaders/managers:</p> <ul style="list-style-type: none"> • follow safe, robust and timely recruitment processes? • define roles and responsibilities? • have an effective system of practitioners' supervision and appraisal that leads to agreed targets? • ensure that there are sufficient practitioners who have relevant and appropriate qualifications and experience of working with young children? • manage their own time and prioritise activities responsively? • communicate high expectations to those they manage? • agree and achieve challenging and realistic targets for themselves and others? • negotiate and co-operate well with staff and outside agencies? • ensure that there are sufficient staff numbers and that they are deployed appropriately? • develop contingency staffing plans? • secure appropriate outcomes for children overall? • successfully balance the effectiveness of its provision against costs, including staffing costs? • make good use of the funding it receives, including the Early Years Development Grant (EYDG)? 	<p>s</p> <p>Parental letters</p> <p>Social website</p> <p>Open Days</p> <p>Parents ' handbook</p> <p>open sessions for Parents</p> <p>Information for parents E. G Social cohorts, a notice board with the week's activities</p> <p>Location Newsletter</p>
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		<p>The Cylch Meithrin is fortunate to have a well-established and effective staff team. Staff have clearly defined roles and responsibilities.</p> <p>Staff have yearly appraisals with the Chair of the Cylch committee and identify areas which they would like to develop from this. Expectations are communicated to the staff at these times.</p> <p>The staff receive appropriate regular training in order for them to meet their roles and responsibilities. There is always provision for there to be sufficient adult:child ratio within the cylch.</p> <p>Staffing levels are overseen by the Committee and parents are asked to communicate attendance/non-attendance in advance to allow for advance staffing planning. The Cylch costs are monitored closely by the Treasurer who reports on the financial situation regularly.</p> <p>The use of the Cylch's funding is considered carefully by the staff and the committee to ensure good value for money is achieved.</p> <hr/> <p>6.4. How effective are partnerships?</p> <p>How well does the setting:</p> <ul style="list-style-type: none"> • work with parents to identify the individual needs and preferences of their child before and during their time at the setting? • work with parents to improve their child's wellbeing and learning on a day-to-day basis? • keep parents informed about their child's care, development and progress? • involve parents in making decisions about their child's progress and wellbeing? • provide information to parents about the setting's policies and procedures? <p>Parents are encouraged to contribute to the life of the Cylch Meithrin fully during their time at Cylch.</p> <p>The leader of the Cylch Meithrin takes the lead in the welcoming of new parents and the Ti a Fi session. She is responsible for communicating important information to the parents regarding their child's behaviour and any concerns regarding the child's progress.</p>	
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		Parents feel confident to approach the Cylch leader with any concerns or relevant information regarding their child and/or home life.	
	Areas to be developed	<p>Target: A regular and consistent supervision framework for staff with the leader and/or Chairperson. Staff to have clearly defined personal development plans with identified targets.</p> <p>Target : To arrange regular staff meetings to discuss further progress for the provision at the Cylch</p> <p>Target: Staff and committee to discuss suitable use of time for staff to plan and assess effectively in addition to time spent with the children</p>	

	Expenditure Total 2022-2023	Income To	Variance
Salaries	45769.09		
Rent	1500		-1500
Equipment and Materials	9439.85		
sundries	0	57.36	57.36
Fundraising	0	324.06	
Insurance and Registration	81.68		-81.68
NI Payee	5146.06		-5146.06
Food and Milk	6964.1		
Pension	1328.53		
Conwy CBC		19289	
MYM Grants		0	
Voucher Fees		8158	
Bank Transfer Fees		13584.99	
Childrens Fees		30394.95	
Pension		57.36	
TOTAL	77717	49900	-6670.38



Section A
Independent Examiner's Report

Report to the trustees/
members of

Ysgol Feithrin Betws yn Rhos
Charity Name

On accounts for the year
ended

31/03/2023
Charity no (if any)

Set out on pages

1-2
(remember to include the page numbers of additional sheets)

Responsibilities and
basis of report

I report to the trustees on my examination of the accounts of the above
charity ("the Trust") for the year ended 31/03/2023
As the charity's trustees, you are responsible for the preparation of the
accounts in accordance with the requirements of the Charities Act 2011
("the Act").
I report in respect of my examination of the Trust's accounts carried out
under section 145 of the 2011 Act and in carrying out my examination, I
have followed all the applicable Directions given by the Charity Commission
under section 145(5)(b) of the Act.

Independent
examiner's statement

I have completed my examination. I confirm that no material matters have
come to my attention in connection with the examination (other than that
~~disclosed below~~) which gives me cause to believe that in, any material
respect:
• the accounting records were not kept in accordance with section 130
of the Charities Act, or
• the accounts did not accord with the accounting records, or
• the accounts did not comply with the applicable requirements
concerning the form and content of accounts set out in the Charities
(Accounts and Reports) Regulations 2008 other than any requirement
that the accounts give a 'true and fair' view which is not a matter
considered as part of an independent examination.

I have no concerns and have come across no other matters in connection
with the examination to which attention should be drawn in this report in
order to enable a proper understanding of the accounts to be reached.

* Please delete the words in the brackets if they do not apply.

Signed:

Gw Jones
Date: 18/03/2024

Name:

Geraint Wyn Jones

Relevant professional
qualification(s) or body
(if any):

Retired School Finance Officer
Conwy County Borough Council