



Arolygiaeth Gofal
Cymru
Care Inspectorate
Wales



Estyn

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

A report on

Llanfyllin Preschool Playgroup

**c/o Llanfyllin CP School
Llanfyllin
Powys
SY22 5BJ**

Date of inspection: March 2022

by

Care Inspectorate Wales (CIW)

and

**Estyn, Her Majesty's Inspectorate for Education and
Training in Wales**

About Llanfyllin Preschool Playgroup

Name of setting	Llanfyllin Preschool Playgroup
Category of care provided	Full Day Care
Registered person(s)	Not Applicable
Responsible individual (if applicable)	Jane Thomas
Person in charge	Julie Evans
Number of places	16
Age range of children	Two-and-a-half years old to five-years-old
Number of children funded for up to two terms	1
Number of children funded for up to five terms	12
Opening days / times	Monday: 9am to 3pm Wednesday: 9am to 3pm Thursday: 9am to 11:30am
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/children who use, or intend to use their service.
Date of previous CIW inspection	September 2019
Date of previous Estyn inspection	April 2013
Dates of this inspection visit(s)	3 March 2022
Additional information	

Non-compliance

We notified the provider that the setting was not compliant with the Regulations. A Priority Action Notice (PAN) was not issued, but these are identified as areas for improvement, and the responsible individual must address these.

Recommendations

- R1 Ensure that the management committee monitors the leadership and management practices rigorously and robustly
- R2 Create better opportunities for children to move independently between the indoor and outdoor environments
- R3 Provide greater opportunities for children to begin to develop an understanding of equality and cultural diversity

What happens next

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

Main findings

Well-being:

Nearly all children settle quickly upon arrival at the setting and engage in tasks promptly, demonstrating a willingness to play and learn. Most children express themselves well and they react positively to practitioners' suggestions and responses. They make independent choices about their play activities. This includes participating in group activities, playing in pairs and following their own interests independently.

Most children are active learners and express enjoyment during their play activities. They articulate their feelings sensitively, using different types of faces on wooden spoons, whilst sitting together on the carpet. They also follow familiar routines purposefully. For example, when they arrive at the setting, they sanitise their hands immediately, without adult prompting.

Most children move around the indoor and outdoor environments confidently. They explore and investigate challenges and activities with curiosity, making use of the wide range of resources that are readily available to them. Additionally, they are content to share and show these resources and toys to their peers with pride.

Nearly all children interact with the practitioners and each other successfully. They engage confidently with others during tasks, smiling often at peers when expressing their own opinions, and when listening politely to instructions and requests from practitioners, for example when they collect and arrange resources for practitioners prior to planting and watering cress seeds in pots. As a result, most children play well together, co-operate and take turns effectively.

Most children are enthusiastic and interested in their play and learning. They participate diligently in a broad variety of challenging play and learning opportunities. They move from one area of learning to another freely and they choose activities to complete independently, removing resources from storage areas sensibly to enrich their learning. They concentrate for long periods of time and express a sense of achievement and pride when they complete tasks, for example after using an electronic tablet accurately to take pictures of their own and other children's work with expressions of excitement.

Most children develop purposeful independent skills, which enables them to complete everyday tasks efficiently, such as putting on their coats and using scissors and cutlery skilfully. They encourage each other to succeed and help other children often if they are finding a task difficult. For example, they assist each other when pouring their own drinks during snack time and when they put aprons on to paint.

Learning (only applies to three or four year old children who do not receive education in a maintained setting):

Many children progress well from their start points, and they develop effective literacy, numeracy and information and communication technology (ICT) skills. They

develop their knowledge and skills effectively through purposeful and co-operative play.

Many children concentrate and persevere during indoor and outdoor tasks, such as when they use glue carefully to stick feathers on their paintings of chickens. They respond to suggestions and prompts from adults working alongside them and discuss how to complete challenges thoughtfully with each other. They respond sensibly to questions whilst playing, such as explaining why farmyards, built from blocks, are more secure when gates are added. A few children use Welsh words and phrases occasionally during these tasks.

Many children are interested in books and hold them effectively whilst studying pictures and text. Most children enjoy listening to stories and they talk about what has happened in the story. They are beginning to express their opinions about characters and events in the story, such as why the wolf is a villain and a danger to the three little pigs.

Many children make marks purposefully with different media, such as chalk and paint. They enjoy completing mark making activities and trace different patterns confidently in rice and sand. During these early writing experiences, they explain the purpose of their writing clearly. They understand that writing is important in everyday activities, such as preparing shopping lists.

Many children use mathematical language accurately. They count up to ten and back to zero with increasing confidence and they describe the sizes of different towers by saying which is the tallest and smallest. They select relevant tools and materials to solve mathematical problems efficiently. For example, after discovering different vegetables in sand, they record the amounts found on tally charts. Additionally, they experiment with full and empty containers purposefully by filling and emptying watering cans and buckets with water, sand and soil.

Nearly all children become familiar with the use of technology in their daily activities and through their play. As a result, they are able to explain why they have selected a particular piece of equipment for a task and what they want to do with it.

Most children develop successful physical skills by climbing and sliding on outdoor equipment. They respond positively to music and jump and stomp together enthusiastically whilst dancing. Additionally, they use scissors and rollers adeptly to mould dough into different shapes. Many children develop productive thinking and creative skills, which impact positively on their learning. For example, they create dragon masks and paint daffodils to celebrate Saint David's Day.

Care and development:

Practitioners co-operate effectively with each other to keep children safe and healthy. They remind children consistently about caring for others and they work diligently to keep children safe as they move around the setting. For example, practitioners discuss the risks of finger placement with the children when they use peelers and knives to prepare vegetables.

Practitioners carry out daily safety checks, including visual risk assessments, and follow good hygiene practices. This includes wiping tables efficiently before snack times and wearing the correct personal protective equipment whilst nappy changing. They monitor the recording of accidents and incidents appropriately and they share these with parents and carers. Practitioners have a clear understanding of their responsibilities with regards to protecting children and they follow the setting's procedures conscientiously. As a result, the arrangements for safeguarding children meet requirements and give no cause for concern.

Practitioners implement effective behaviour management strategies. They act as good role models and their interactions with children are positive. This promotes a warm and caring ethos that is based on praise and positive reinforcement. For example, they encourage the children to share and they celebrate co-operation and kindness.

Practitioners listen to the children attentively and they show a genuine interest in their ideas and opinions. They facilitate children's play purposefully. For example, practitioners respond with enthusiasm when children count from ten to zero as they role-play a rocket lifting off to space.

Leaders offer children with additional learning needs full access to all areas of learning and use practitioners well to support those children who are vulnerable and require additional support. They identify, assess and respond to children's individual needs effectively and they work closely with parents, carers and support services to ensure that effective support is in place.

Practitioners promote children's play well and they offer a wide range of activities and resources to engage children of all ages. Practitioners celebrate and promote Welsh culture effectively, such as providing opportunities to study traditional costumes. However, the resources to develop children's understanding of equality and cultural differences are limited. As a result, practitioners do not provide the children with enough opportunities to learn about the diverse world that they live in.

Practitioners provide stimulating opportunities for children to develop their personal and social skills. They encourage and support children to complete tasks promptly and praise children positively when they take responsibility for their own actions, for example when a child places a tissue in the bin after wiping their nose independently.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting):

Practitioners teach purposefully and they enhance children's learning skills successfully. This has a positive impact on children's knowledge and understanding in all the areas of learning. The teaching motivates the children to co-operate productively during play activities. It encourages them to engage in managed risks effectively and to experiment in their play and independent learning. For example, they jump in turn from one tyre to another in the outdoor area and they cut up vegetables, with a knife, after scrubbing them clean.

Practitioners provide a broad and balanced curriculum, which encourages children to learn both together and independently. They plan engaging activities, which allow the

children to develop their skills effectively through play-based learning. Practitioners' planning follows the children's interests, which provides them with valuable opportunities to learn through practical challenges, for example when they milk a cardboard cow and paint farmyard animals.

Practitioners plan interesting opportunities to develop children's literacy, numeracy and ICT skills. They question the children skilfully when they make marks in 'gloop' with twigs and challenge the children effectively to use money appropriately to pay for vegetables in the shop. Additionally, they encourage the children to photograph their own work using electronic tablets.

Practitioners develop the children's physical and creative skills successfully. They encourage them to carry crates and cylinders to build towers outdoors and to mix blue and green paints onto circles to represent planet Earth. Practitioners provide interesting problem-solving activities to encourage learning in real-life contexts. For example, they challenge the children to bandage a doll carefully and to change the inclines of ramps to make tractors descend quicker.

Practitioners place a positive emphasis on developing children's spiritual, moral and social skills. They encourage the children to co-operate well when lining up to wash and sanitise their hands and to consider their own and their peers' feelings at circle time. They promote the cultural heritage of Wales well by celebrating Saint David's Day and by singing traditional rhymes and songs.

Practitioners talk to the children as they play and make the most of opportunities to extend their understanding of concepts or to consolidate their learning. They often play alongside children to model play or to show them different ways of doing things or using equipment. They are sensitive not to overly dominate children's play but to be led by the children and follow their interests. Practitioners make useful observations of children to help them to understand what they do well and areas where they may need some additional help or more opportunities to practise their skills.

Practitioners provide parents and carers with beneficial information about their children's achievements on social media, in annual reports and through verbal discussions at the setting.

Environment:

Leaders provide effective indoor and outdoor environments. The indoor classroom is spacious, and children move around freely whilst playing in its well-resourced areas of learning. The outdoor area is large and well developed, and supports learning purposefully through the provision of stimulating play experiences. Practitioners ensure that the premises are welcoming and accessible, and they celebrate children's work well by creating colourful displays in both Welsh and English.

Practitioners organise the learning environment well and they provide a wide range of play and learning opportunities, which stimulate the interests of children. Practitioners take children outdoors as a group, at set times, to use the outdoor environment. However, this does not offer opportunities for children to access the outdoor area

independently. It limits their choices as to when to engage in indoor and outdoor play and learning activities.

Leaders ensure that the setting is safe, secure and well maintained. Practitioners conduct daily, visual risk assessments and minimise or resolve issues that arise immediately. Leaders complete written risk assessments suitably, which include premises and fire risk assessments. However, the general risk assessments do not cover all the aspects of the outdoor area and the leaders do not review these risk assessments regularly. Leaders undertake regular safety testing and carry out termly fire drills, which are recorded appropriately.

Leaders ensure that the children access a broad variety of good quality, age-appropriate furniture, toys and equipment indoors. The room layout encourages children to move around independently and to make effective choices regarding their play, such as when to work on their own or with others. Practitioners store the resources in areas that make them accessible to children and the boxes have picture labels on them to promote children's independence.

The outdoor area is well established. It contains a wide range of natural resources, which promotes children's learning and play well, such as trees, flowers, herbs and fruit. The layout of the outdoors encourages children to run uphill on grassed areas and to build trains from crates and tyres on the yard. As a result, children use play equipment well, for example to perform on stage and investigate at the bug hotel. Additionally, practitioners encourage children to follow recipes at the mud kitchen, to construct with crates and blocks at the building area and to develop their gross motor skills effectively on bikes and outdoor adventurous equipment.

Leadership and management:

Leaders ensure that practitioners co-operate well to improve children's outcomes, through purposeful teaching and valuable support for the children. The leaders' vision focuses on providing enjoyable experiences, which create improvements in children's learning and well-being. They ensure that the setting offers a consistent quality of provision, which stimulates the children's motivation to learn. As a result, the established teaching and care practices focus firmly on meeting the children's needs.

The self-evaluation procedures identify areas for improvement effectively. Leaders consider the views of others involved with the setting well. They conduct discussions with these stakeholders, and they act appropriately on any findings, such as advice from local authority officers. In addition, they act promptly on suggestions for improvements from parents and carers, such as using social media to communicate information about children's daily activities.

The setting is a Charitable Incorporated Organisation, and the members of the management committee are new to their roles. They support the responsible individual well in terms of managing the budget and ensuring that suitable resources are in place. The effective use of support grants allows leaders to prioritise expenditure against the setting's improvement targets efficiently. As a result, leaders promote interesting experiences for children, by funding useful resources such as mud kitchens and outdoor adventurous equipment.

The management committee are not involved robustly enough in monitoring the setting and its leadership and management practices. They do not have regular arrangements to monitor the setting's practices and presently much of this work is completed informally by the responsible individual. As a result, the management committee do not validate the decisions made by the responsible individual rigorously enough. This includes ensuring that matters of compliance are met and that formal supervisions and appraisals to support the staff are operational.

Leaders ensure that all the staff attend regular and relevant training, such as courses on curriculum reform. This develops practitioners' expertise, and it supports their professional development, which enables them to meet the needs of children more effectively. The setting has a good range of partnerships within the local community. This enables the setting to provide interesting experiences for children, such as learning about the town and its places of interest.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

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