

## **Report following monitoring**

**Level of follow-up:**

**Focused Improvement**

**Greenfield Playgroup**

**Community Centre  
School Lane  
Greenfield  
Flintshire  
CH8 7HR**

**Date of visit:  
October 2022**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## Outcome of visit

The setting is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection and CIW is satisfied that the actions taken to address the non-compliance have resulted in the setting being compliant with regulatory requirements.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the setting from the list of settings requiring focused improvement and CIW has concluded its securing improvement and enforcement process.

## Progress since the last inspection

### **R1. Implement professional advice consistently to meet children's individual needs effectively including those with additional learning needs**

Leaders have developed their knowledge well and implemented suitable plans to ensure they meet all children's individual needs successfully. Practitioners recognise when children may have an additional learning need and understand the appropriate steps to take to make good use of the support services. As a result of recent professional learning undertaken by all practitioners, they have an improved understanding on how to gain and implement professional advice and information effectively into their practice to enable them to fully support a child's individual needs.

Leaders ensure practitioners understand their role to implement effective strategies to respond to children's moods, wants and needs. Examples include practitioners using Makaton consistently during activities, improving children's communication skills allowing them a more active role in their play and learning.

Leaders have implemented a beneficial system to record observations and, as a result, practitioners are developing children's skills well by responding to their interests and planning for their next steps in learning. For example, a child showed interest in writing and the practitioner responded by creating an activity to support the child to draw and use a pen. The planning identifies appropriate improvements to activities which embraces children's interests and focuses on supporting the individual needs of all ages.

Leaders build successfully on the positive partnerships they have developed with parents and carers to ensure they meet children's individual needs and preferences appropriately. Leaders organise one to one meetings with parents and their child's key worker. This affords parents an opportunity to discuss any issues or concerns they may have and work with practitioners to create better outcomes for children.

### **R2. Improve practitioners' interactions with children to ensure that they support their skill development during play activities**

There is significant improvement to how practitioners interact with children since the core inspection, ensuring they support children's skills development well during play

activities. Practitioners take delight in children's achievements and praise them consistently. This supports children's confidence and self-esteem successfully.

The setting has suitable planning to develop children's skills and learning. As a result of recent professional learning undertaken by all practitioners, the setting changed its planning approach to better reflect the principles of the Curriculum for Wales. This has ensured a positive change in how practitioners organise and plan, moving away from adult-led tasks to a more child-led play-based approach.

Leaders are willing to try out new ideas to create better outcomes for children. For example, practitioners are trying out a new system where assessments and observations can be captured more easily. Practitioners identify the child's next steps in learning and share them with the team, helping practitioners to focus on particular skills when observing children's play.

Practitioners are using the curriculum for non-maintained settings to support their assessments of children's learning suitably and this gives them a developmentally appropriate picture of each child's progress. They are using the curriculum to choose appropriate teaching strategies in order to engage children effectively, for example when questioning or modelling language. As a result, during story time, children are actively taking part, asking and answering questions. Practitioners are consistent in using simple Welsh phrases during all activities. For instance, during a water play activity a child was encouraged to practice their Welsh, naming colours, singing and counting.

The improvement in practitioner interactions is having a positive impact on children. As a result, they settle quickly, are calm, relaxed, happy and content. Practitioners encourage children to share, take turns and co-operate well with their friends and those caring for them.

Practitioners are consistently responsive; they listen and respect children's views. Their interactions are positive demonstrating warmth and kindness. Practitioners are sensitive to the needs and experiences of individual children.

### **R3. Improve children's numeracy and Welsh language skills**

Inspectors did not evaluate this recommendation during this visit.

#### **Recommendation 3: Improve children's numeracy and Welsh language skills.**

Across all areas of the provision there are a good range of numeracy and mathematical resources which support the children's learning well. This is having a positive impact on the children's numeracy skills. For example, children play for extended periods on the bikes in the outside area and recognise that when they park the bike, they need to make sure that the number on the bike corresponds to the number in the appropriate parking bay. This type of activity is having a positive impact on the children's number recognition and developing their understanding of number as they play.

Practitioners encourage children to play with number shapes and to begin to recognise numbers and their corresponding shape when playing. Practitioners count alongside the children, modelling behaviours effectively, and encouraging children to

learn through their play. There are a good range of books in the book corner with numbers as a key element and the children enjoy counting as they interact with the story. The children show a growing awareness of a range of shapes through playing with a range of resources, for example when trying to fit different 3D shapes into the appropriate hole in the box.

The children show good understanding of Welsh as they become more familiar with the range of vocabulary used consistently by staff. Practitioners have developed their use of the language well, using a range of familiar phrases and vocabulary which they carry with them on their lanyards. The children show an increasing understanding as the practitioners count, ask simple questions and praise the children in Welsh. For example, they refer to different colours when enjoying a story about an elephant. Practitioners' confidence in using Welsh has greatly increased and is having a significant impact on the children's understanding and use of the language.

#### **R4. Strengthen processes for target setting and improvement planning to ensure a clear impact on learners' experiences and skills**

The setting's post inspection action plan drives and delivers changes at the setting. Leaders have benefited greatly from professional learning facilitated by the local authority's early years advisory team. They have developed a far deeper understanding of the self-evaluation process and the way it can impact on provision and children's progress. The improvement plans include key priorities, which are broken down into reasonable short-term targets. Plans include time related targets and success criteria. Leaders have developed an effective culture of regular evaluation and understand the importance of including all practitioners in the process. Practitioners value this approach, feel that they are listened to and realise that everyone's contribution is valuable.

Leaders have placed a great deal of emphasis on professional learning opportunities for practitioners. Practitioners have embraced this learning process and have shown a strong commitment to implementing the curriculum for non-maintained nursery settings, with a particular focus on developing pedagogy. The impact of this work can be seen in practitioners increased confidence in all areas of the setting, and on the children's learning. For example, practitioners understand the importance of encouraging free play, whilst also recognising opportunities to teach particular skills.

Leaders have worked hard to meet the areas for improvement to meet with requirements. The practitioner employment files, and children's records now contain the required information.

Practitioners have embraced training opportunities to develop their skills, building their confidence so that they have a far deeper understanding of child development and the most effective ways to support and enhance learning. Leaders have developed a culture of evaluating practice, improving and evolving, with a focus on ensuring the best provision for the children.

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