

Report following monitoring

Level of follow-up: Focused improvement joint

Sunbeams playgroup + Gwernafield

The Community Centre

Ysgol Y Waun

Gwernafield

Mold

Flintshire

CH7 5DP

Date of visit: March 2026

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 joint follow-up and CIW is bringing to an end its compliance process.

Progress since the last inspection

R1 Address the areas of non-compliance identified during the inspection

CIW inspectors visited the setting to undertake follow up activity according to the securing improvement and enforcement policy. A summary report is available on the CIW website.

R2 Develop more effective processes for observing children and ensure that learning activities develop their skills, knowledge and understanding systematically and progressively

The setting leader has worked thoughtfully with advisory staff and practitioners to develop and then trial a range of planning and observation strategies to improve the curriculum and progression in children's learning. This has included visits to other settings to observe practice and gather ideas. Following a period of refinement, practitioners now have a clearer and more consistent approach to planning learning. This centres on enhancing the engaging learning environment with carefully considered adult-led and focused play experiences. Nevertheless, these approaches are not yet consistently effective.

Leaders have introduced an online system to record and organise practitioners' observations of children. All practitioners now contribute their observations and are starting to identify children's strengths and next steps more accurately. They use these assessments to inform planning and set targets for children appropriately. While practitioners now have clearer understanding of the need to focus their observations on children's skills and progress, a minority of observations do not always do so well enough.

Practitioners' understanding of the curriculum and child development has improved notably. They demonstrate a secure understanding of the importance of following children's interests and allowing sustained periods of play. They are increasingly confident in challenging children 'in the moment' and introducing resources or experiences that deliberately support the development of identified skills.

R3 Improve processes for evaluating and improving the work of the setting

Since the core inspection, leaders have strengthened their processes for self-evaluation and making improvements. The setting is developing a more reflective culture, although elements of this work remain at an early stage of development.

The lead practitioner has engaged in suitable professional learning to help improve evaluative practices at the setting. As a result, self-evaluation processes now have a clearer focus on children's learning and leads suitably to the identification of areas that require improvement. Support from the advisory teacher and registered individual have added helpful professional challenge to these processes. However, in a minority of cases, self-evaluation focuses too heavily on provision rather than on the development of children's skills. Leaders do not yet evaluate practitioners' teaching robustly enough.

Leaders address identified areas for development appropriately. For example, when improving outdoor learning they sought out effective practice, secured grants for resources and developed provision thoughtfully. As a result, the outdoor environment is purposeful and engaging, and children benefit from improved learning opportunities. However, when considering improvement, actions are not always clear enough and do not always consider the intended impact on children's progress consistently well.