



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

**A report on**

**Buttington & Trewern Play Group  
Buttington & Trewern Community Centre  
Cefn Road  
Trewern  
Welshpool  
Powys  
SY21 8TB**

**Date of inspection: October 2016**

**by**

**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

Buttington and Trewern Playgroup is an English-medium setting in the village of Trewern, near Welshpool in Powys local authority. The playgroup meets in the community centre alongside the primary school. A voluntary committee runs the setting and a play leader, appointed in September 2012, is the registered person in charge. In total there are three appropriately qualified practitioners.

The setting is open for four mornings each week during school terms. It is registered for 24 children between the ages of two and a half and five. At the time of the inspection there were 11 children on roll. The local authority funds eight children to receive education, but not all were present during the inspection.

All children speak English as their first language. The setting has identified that there are no children with additional learning needs attending currently.

The Care and Social Service Inspectorate for Wales (CSSIW) last inspected the setting in February 2015 and Estyn in October 2011.

## Summary

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

### Current performance

The current performance of the setting is good because:

- Practitioners have very good relationships with children and ensure that learning is fun
- A wide range of interesting activities engage children's interest successfully
- Practitioners have high expectations of what children can achieve and good knowledge of the Foundation Phase
- Adults provide positive role models and promote children's wellbeing effectively
- The setting has a friendly and inclusive family ethos
- The learning environment is well resourced and organised

### Prospects for improvement

The setting's prospects for improvement are good because:

- Leadership is enthusiastic and provides clear direction for the setting
- The playgroup has a strong collaborative teamwork ethos
- Partnerships with parents, the local authority and the community contribute to the quality of learning beneficially
- Self-evaluation and improvement planning is developing steadily
- Improvement since the last inspection is good overall
- Current targets provide a clear basis for further improvement

## Recommendations

- R1 Develop access to continuous outdoor provision and ensure an appropriate balance between adult-led and child-initiated activities
- R2 Use assessment to inform planning to ensure that all children experience appropriate levels of challenge
- R3 Improve monitoring of the setting by the management committee
- R4 Plan ahead for expenditure in meeting the setting's targets for improvement

### **What happens next?**

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

<b>Main findings</b>
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<b>Key Question 1: How good are outcomes?</b>
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<b>N/A</b>
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**Standards: N/A**

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

**Wellbeing: N/A**

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

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

The setting provides a wide range of interesting learning experiences that meet the needs of children effectively. Planning is thorough and practitioners adapt it skilfully to match children's changing interests. They plan imaginative activities across the areas of learning successfully. As a result, learning experiences meet the requirements of the Foundation Phase curriculum well.

Practitioners implement fortnightly planning flexibly to enable children to build on their existing knowledge and skills successfully. In particular, they plan worthwhile opportunities for children to practice numeracy, oracy and writing skills, for example through role-play in the café, during self-registration and at snack time. These activities are structured carefully to ensure appropriate levels of challenge, especially for more able children. A good range of focused tasks and free choice play activities is planned, but access to continuous outdoor provision is limited, and there is sometimes over emphasis on adult-led activities.

Provision to promote children's information and communication technology (ICT) skills is appropriate and forms a natural part of everyday learning, such as operating digital scales, simple programs on screen and switching devices on and off.

The overall provision promotes independence and creativity well so that children choose tools and materials confidently, for example when printing and painting. The setting's outdoor area and the adjacent grounds are used imaginatively to develop children's respect for the environment. For example, they observe woodlice during a 'bug hunt.'

The provision to develop children's Welsh language skills is good overall. Practitioners use Welsh songs, model simple Welsh phrases, ask questions and

increasingly use Welsh vocabulary around the setting. As a result a few children are beginning to use simple words and phrases during structured sessions. Practitioners promote children's awareness of Welsh history and culture appropriately, for example by celebrating St David's Day. The children enjoy Welsh stories regularly and are introduced to traditional foods, such as Welsh cakes.

### **Teaching: Good**

Practitioners have high expectations of what children can achieve. They have good knowledge of the Foundation Phase and use resources well to provide interesting learning experiences across all areas of learning.

Practitioners lead and support indoor and outdoor learning skilfully. They use their expertise imaginatively to maximise the potential of learning activities. For instance, numeracy skills are promoted well when building towers and parking toys in a 'car park.' Practitioners have a good understanding of when to intervene in activities and when to let children work independently. They manage learning and behaviour successfully through positive praise and sensitive encouragement. They are good language role models and use a range of teaching strategies effectively. For example, they use questioning skilfully to assess all children's understanding and to challenge them appropriately to extend their learning.

The setting implements appropriate procedures for assessing children and use the Foundation Phase Profile to inform future planning effectively. Practitioners complete focused assessments and record day-to-day observations regularly. They use this information well to compile individual learning records. However, the use of these assessments to plan the next steps in learning is at an earlier stage of development. Practitioners keep parents well informed about their child's achievements, wellbeing and development through daily informal contacts and a written report provided at the end of a child's time in the setting.

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

The setting provides high quality, care, support and guidance and has successful arrangements to develop children's understanding of keeping healthy. For example, practitioners promote energetic outdoor play regularly and the children enjoy 'busy feet' dance sessions.

Practitioners encourage children's curiosity about the world and foster positive values, including honesty and fairness, effectively. As a result, nearly all children show consideration for others, share, and take turns readily. Practitioners promote good behaviour and involve children in a range of cultural activities enthusiastically. For example, the setting celebrates festivals from other countries.

The setting fosters children's spiritual development well. For example, the children take 'Welly Walks' in the grounds throughout the seasons. They marvel at the molehills and bugs they discover and the fruits of autumn. These experiences enhance their sense of awe and wonder in a beneficial manner. At snack time practitioners encourage children to pause and reflect.

There are meaningful opportunities for children to learn about sustainability. For example, they grow flowers and vegetables and are involved in energy saving and recycling.

At the time of the inspection there were no children with additional learning needs attending. However, the setting has established procedures to support children who need extra help and a network of contacts to provide extra support and advice when needed.

Practitioners implement appropriate procedures to ensure that the setting is safe and risk assessments are undertaken regularly. The setting's arrangements for safeguarding meet requirements and give no cause for concern.

### **Learning environment: Good**

The setting has a friendly and inclusive ethos. All children have equal access to the curriculum. The family atmosphere contributes significantly to children's high levels of wellbeing and self-esteem. Practitioners take good account of children's individual needs, which helps ensure children feel safe and free from undue anxiety. They use positive strategies to manage behaviour and encourage understanding and tolerance towards others sensitively. The setting places a positive emphasis on promoting and respecting diversity. For example, reading stories from other cultures and tasting foods from other countries regularly.

The setting has enough qualified and experienced practitioners for the number of children. A sufficient range of age appropriate resources to provide for the Foundation Phase is available. It has suitable facilities for outdoor learning, but access to continuous outdoor provision is sometimes limited.

The setting uses expertise in the community regularly to enrich children's experiences and the well-maintained accommodation provides a safe and secure learning environment.

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

Leaders provide clear direction for the setting and share this well with practitioners. All practitioners are conscientious, highly professional and communicate well with parents. They have a good understanding of their roles and responsibilities and work well together to improve provision. Through regular meetings, they discuss developments collaboratively and ensure that policies and procedures are implemented consistently.

The voluntary committee supports the setting well. It receives regular reports from the play leader, but it does not monitor the setting's development closely enough for it to have an impact on the quality of learning or provision.



There are appropriate arrangements for the induction, supervision and appraisal of practitioners. The process involves the setting chairperson and provides a good basis to inform future training needs and the setting's improvement plan

The setting readily embraces national and local priorities. It implements the Foundation Phase successfully and places a strong emphasis on promoting healthy living and wellbeing.

### **Improving quality: Good**

The setting is developing effective procedures for self-evaluation and planning for improvement. A culture of self-improvement ensures all practitioners are involved in the process. Good account is taken of the views of parents, carers and children.

The self-evaluation report and most recent setting improvement plan prioritise key goals that are both relevant and achievable. These priorities relate well to ensuring children's outcomes and developing consistent good quality provision. Although self-evaluation identifies resource and training needs clearly, planning does not indicate how initiatives will be funded.

The play leader monitors progress both formally and informally, and evaluates the impact of changes and initiatives regularly. Staff meetings encourage practitioners to reflect on what is working well and to make any changes necessary. The play leader's reports to the management committee provide a useful source to keep parents informed about the setting's priorities and its progress in meeting them.

Taken overall, there is a good track record of improvement since the last inspection and strong evidence of sustained improvement in meeting the targets discussed with the local authority advisory teacher.

### **Partnership working: Good**

The setting has long-standing partnerships with parents and community organisations that enhance children's learning and wellbeing positively. Parents receive a broad range of information and practitioners strongly encourage the involvement of parents in their child's education. Social media and traditional channels of communication including a noticeboard, newsletters and day-to-day contacts are used effectively. This helps parents to feel comfortable in approaching the setting about any concerns and to keep them informed about daily activities.

There are well-managed arrangements for children's induction and smooth transition to school. These include arrangements to share relevant information about children's progress. The setting has beneficial links with a range of community organisations and receives many visitors who talk about their jobs and interests. For example, the setting benefits from facilities provided by a large country retailer and a farmer brought a tractor and young livestock to the playgroup. The setting has worthwhile links with the local high school and provides useful opportunities for work experience.

Practitioners regularly share good practice with other settings through visits and training events. They work well together, share information about children and know

whom to contact when additional support or advice is required for children. A very positive relationship with the local authority advisory teacher and voluntary organisations, such as the Wales Pre-school Playgroups Association, enhances the work of the setting. For example, practitioners benefit from guidance in the use of assessment profiles and resources to support mathematical development.

### **Resource management: Good**

Practitioners collaborate well to develop and share their professional knowledge and expertise. They thoughtfully consider strategies to improve provision and reflect on their impact on children's learning.

Practitioners organise and deploy learning resources well. This is particularly evident in the well-organised activities set up each day. There are well-structured routines that ensure effective use of indoor and outdoor facilities. Practitioners' participation in training events is planned ahead systematically. The treasurer monitors income and expenditure efficiently, but planning in advance for future spending to meet the setting's targets is an area for development.

The committee regularly promotes fund raising events to improve the quality of resources available to the setting, such as new ICT equipment and resources for numeracy.

Practitioners are innovative in ensuring the most efficient use of the available funding. This ensures spending decisions support the setting's priorities for improvement well. This has a positive impact on children's outcomes and represents good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

The number of responses received were fewer than 10. No data will be shown.

## Appendix 2

### The reporting inspector

Mr Michael T Ridout	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.wales](http://www.estyn.gov.wales))

## Glossary of terms

<b>Areas of Learning</b>	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnerships conditions of registration.</p>
<b>Foundation Phase</b>	<p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.</p>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
<b>Mudiad Meithrin</b>	<p>A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.</p>

<b>Professional Association for Childcare and Early Years (PACEY)</b>	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
<b>National Day Nurseries Association (NDNA)</b>	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
<b>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education.