



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Rhosneigr Playgroup  
Ysgol Rhosneigr  
Sandy Lane  
Rhosneigr  
LL64 5XA**

**Date of inspection: April 2012**

**by**

**Mr Peter Mathias  
Reporting Inspector**

**for**

**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

Rhosneigr Playgroup is an English medium setting registered for 12 children aged between two and four years. It provides nursery education for children from the local area on the site shared with Ysgol Rhosneigr Primary School. Nearly all children also attend the afternoon sessions of the Ysgol Rhosneigr Nursery from the September following their third birthday.

Currently, the setting provides for 10 children for five morning sessions a week for two hours (9:00 – 11:00).

Children attending come from a wide range of social and economic backgrounds. Generally they are neither advantaged nor disadvantaged. No child is identified as having some degree of additional learning needs. Nearly all come from white British backgrounds. One child has Welsh as the language of the home.

The setting was last inspected by Care and Social Services Inspectorate Wales (CSSIW) in April 2012. The report did not make any significant recommendations. The setting was previously inspected by Estyn in March 2006.

## 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 setting is good because of:

- the progress children make in nearly all areas of learning, particularly in their English and Welsh language development;
- the consistently good teaching and assessment;
- the systematic organisation of a stimulating curriculum;
- the effective working relationships between practitioners; and
- strong informal links with parents and carers.

### Prospects for improvement

The settings' prospects for improvement are good because of:

- the commitment to self evaluation and improvement;
- the progress made since the recent inspections;
- the positive relationships with the primary school; and
- the effective support received from the local authority and the constructive relationships with it.

## Recommendations

The inspector has agreed with the setting the following recommendations for improvement:

- R1 improve children's overall skills and confidence in information and communications technology by making regular use of all electronic resources and use a wide range of appropriate computer programs to support learning; and
- R2 strengthen the role of the management committee so that it is better informed about the performance of the setting and is fully involved in long-term decision making.

### **What happens next?**

The provider will produce an action plan that shows how it will address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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**Standards: Good**

Across the setting all children achieve well for their different ages and make good progress. They come to the sessions with enthusiasm and work hard throughout the time they spend there. They have good levels of concentration, are curious and keen to investigate.

In communication in English and Welsh, nearly all make good progress in using new words and in speaking confidently. They often do so clearly and expressively when talking to adults and to each other. In the best examples children easily move from one language to another, for example when describing themselves or when talking about the rough weather outside. They know that books have information in pictures and in words. They look closely to see the characteristics of different dinosaurs and invent names to go with the pictures. In Welsh they are beginning to respond to extended instructions and to speak confidently about how they feel. They count in Welsh to 10 and know the names of some everyday objects. They show enjoyment when listening to a story told in Welsh.

All are eager to investigate the topics they are studying. They find out about the way creatures live and their needs. They notice how the seasons affect their lives and how they themselves change. They look carefully at fossils through a magnifier to observe the details the samples contain.

All read their names and are beginning to recognise the sounds which letters make and know that text conveys meaning. They are starting to shape letters and 'write' their names and record their thoughts. They hold writing tools appropriately and make marks confidently.

By the end of their stay in the setting all recognise numbers within 10 in array and when written as numerals. They place appropriate counters to coincide with the number of objects in a series. They follow simple sequences and predict what should happen next. They are beginning to understand the size and shape of objects to determine how they fit together and what they can hold.

Nearly all know how to make a programmable toy follow a prescribed route and how to use a control system to move an electronic model dinosaur. They use cameras, pretend telephones and pretend electronic kitchen equipment. However, they have only recently had opportunities to use a suitable computer and have only a very limited amount of software.

All children have good creative skills. They enthusiastically shape and manipulate malleable materials to form dinosaur shapes using tools effectively in the process. They draw outlines and carefully use scissors to cut them out. They use a wide range of media to produce collages and prints.

**Wellbeing: Good**

All in the setting wash their hands enthusiastically and know why they should do so. They recognise how and why they should clean their teeth. They are beginning to appreciate the differences between healthy and unhealthy foods and what happens when they take exercise. Nearly all put on and take off their outer clothing appropriately and independently.

All are happy to play with each other and share their resources willingly. They take on responsibilities well, for example when distributing fruit at snack times and ensure that others are polite and say 'thank you'.

All know what is expected of them and nearly always follow the instructions they are given. They are aware of how to use tools such as scissors safely and to try to avoid hurting others.

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

The setting is well-organised to enable all children to access the Foundation Phase curriculum and to build systematically on what they already know and can do. Many of the experiences offered are related to a specific theme or area of interest which the children find stimulating and which prompts them to investigate willingly.

The curriculum is thoughtfully planned so that all areas of learning for children of this age are included. The planning ensures that practitioners are aware of the next steps to organise so that children make good progress.

In literacy and communication in English and Welsh, planning is carefully constructed so that all children are provided with many opportunities to speak and listen confidently and to begin to understand how to read and write.

A particular strength is the way in which experiences are organised to promote children's natural curiosity and interest in finding out for themselves about a wide range of themes and topics. For example there is good provision for them to learn about life in other parts of the world and some of the customs and other ways of living beyond their own.

The setting also provides a wide range of opportunities for children to learn more about their own locality and the people who live and work in it.



## **Teaching: Good**

Both practitioners use their experience well to work effectively as a team, sharing responsibilities and exchanging roles readily. They successfully encourage all children to learn how to think things out for themselves and to make their own choices. A particular strength is the warm, family atmosphere which they foster through the close, individual support and encouragement they show. Individual children know that they are valued and that their efforts are warmly recognised.

Both practitioners have high expectations of what their children should achieve and positively encourage them to do so. In the best examples they thoughtfully ask questions which encourage children to think things out for themselves. They read expressively and introduce Welsh regularly into the conversations. The setting has a thorough setting in place to record children's basic skills and levels of maturity when they enter the setting. This is carried out in conjunction with parents. A detailed record of the progress made is well used to keep parents informed and to form an overview of their children's individual achievements.

Practitioners record individual progress regularly, using notes from informal and formal observations to contribute to weekly reviews and planning meetings. These evaluations contribute significantly to future planning.

Assessment procedures also include well taken opportunities to discuss with individual children how they are enjoying their investigations and what they might do next. However, there is little emphasis on discussing how a piece of work could be improved.

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

The setting is well aware of ensuring children's health and wellbeing. It has extensive and effective arrangements in these areas and to foster children's interest in the world around them. All children are given clear guidance and reminders of the expectations held for them. The setting has a well-organised set of rules which emphasise the importance of respect and care for all living things. There is good provision for children to appreciate their Welsh identity and to begin to understand that the world has many difference cultures and ways of life.

There are good arrangements to address the needs of all children and to ensure that all are treated equally. Practitioners are very much aware of the need to ensure that those with particular needs are identified and that they receive appropriate help and encouragement.

The setting has a suitable policy and procedures for safeguarding. All children feel safe in the setting and enjoy being part of it.

**Learning environment: Good**

The setting is well-organised to promote a wide range of experiences which meet the requirements of the Foundation Phase. These encourage children to learn through practical experiences and to make choices for themselves.

There is an appropriate ratio of practitioners to children who are both appropriately qualified and experienced. They ensure that all children are treated equally and their different backgrounds and starting points respected. There is good access for all including those who have physical disability.

Both practitioners' training needs are identified and their professional expertise kept up to date. The setting has good and regular access to the nearby primary school and to the locality. Resources are of a good quality and quantity and help to contribute to a lively, colourful working environment which is suitable for children of this age.

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

The setting supervisor and assistant work together closely and successfully to provide well for all children. They plan carefully and thoroughly together and share a joint commitment to ensure that all children are happy and successful during their stays in the setting. The setting has strong and effective links with parents, who value the easy access they have and the advice they receive. They are successfully encouraged to play a full part in their children's learning.

The chair of the management committee has a very positive approach to engaging all parents in the management committee. There are regular monthly meetings with agendas. The committee has an active secretary and treasurer. The committee meets its legal responsibilities. All parents are invited to attend and to contribute to discussions and initiatives. These are largely related to fundraising and social events. The management committee has little awareness of the overall performance of the setting or in determining with the leadership the way ahead. They have few opportunities to appreciate what the setting does well and where improvement school be made.

The setting meets local and national priorities well. Good progress has been made in meeting the requirements of the Foundation Phase and in developing pupils' confidence and abilities to express themselves in English and Welsh. The setting works closely with the nearby primary school and gives appropriate emphasis to encouraging awareness of healthy living.

**Improving quality: Good**

The staff have a good understanding of the setting's needs and areas of strength. They regularly discuss the way forward and plan to meet priorities. They have carried out a formal review and made a frank analysis of the setting based around first hand evidence and discussed this with the local authority. They have also attempted to seek the views of parents through a carefully constructed questionnaire. There is a recently assembled school development plan which accurately identifies priorities for the future..

**Partnership working: Good**

Links with the local authority are strong and based round constructive discussion and purposeful planning for improvement. There are arrangements for both practitioners to attend local courses and to engage with other settings. Links with the primary school for the professional development of practitioner are informal. However, there is an effective and well established system to ensure all children settle in well to life when they moved on. Parents are fully involved in discussions about their children's progress and future needs

**Resource management: Good**

Staff are well deployed and work effectively. The setting is well equipped and resources and the wider environment are generally used well. Resources to develop children's skills in how to use information communications technology across the curriculum are limited. With this exception resources are well used. The setting gives good value for money.

## **Appendix 1**

### **Parent responses to questionnaire**

Only a small number of parents responded to the questionnaire. It is not appropriate to report in detail their responses. However, their views overall were positive.

### **Pupil responses to questionnaires**

All children in the setting worked happily together and were confident. They came willingly and enjoyed working and playing with other children and with their helpers. They looked forward to being asked to help and carried out their duties thoroughly.

## Appendix 2

### The reporting inspector

Mr Peter Mathias	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.uk](http://www.estyn.gov.uk))

If available, the data report can be found on our website alongside this report.

## 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 partnership's 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>National Childminding Association (NCMA)</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 (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.