



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

**Bright Buds Playgroup
The Scout Hut
Townsmoor
Pembrokeshire
SA67 7AG**

Date of inspection: June 2014

by

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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:

| Judgement | What the judgement means |
|-----------------------|---|
| Excellent | Many strengths, including significant examples of sector-leading practice |
| Good | Many strengths and no important areas requiring significant improvement |
| Adequate | Strengths outweigh areas for improvement |
| Unsatisfactory | Important areas for improvement outweigh strengths |

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Context

Bright Buds Playgroup is situated in the Scout and Guide Hall in the town of Narberth, Pembrokeshire. Children attending the setting come from the town and the surrounding area. The playgroup offers four morning sessions a week for 39 weeks a year. There are two experienced members of staff.

The setting caters for children between two and four years old. It is registered by the Care and Social Services Inspectorate Wales (CSSIW) for up to 24 children. Currently, there are 12 children on roll, including four children who receive funding from the Local Authority.

Nearly all the children's ethnicity is white British and they speak English as their first language. At present, no child is identified as having additional learning needs.

The setting was previously inspected by Estyn in May 2008 and by CSSIW in November 2013.

Summary

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| The Setting's current performance | Good |
| The Setting's prospects for improvement | Good |

Current performance

The setting's current performance is good because:

- children are offered interesting learning experiences;
- children are actively involved in their learning;
- children develop good attitudes to learning;
- practitioners guide and support the learning effectively;
- there is a good relationship between the children and the practitioners; and
- the setting offers all children a happy, caring and inclusive environment.

Prospects for improvement

The setting has good prospects for improvement because:

- the practitioners work effectively as a team;
- there is a shared commitment to children's development and wellbeing;
- daily routines operate efficiently;
- the setting improvement plan identifies relevant areas for attention;
- there is sound progress in developing curriculum planning; and
- effective partnerships contribute productively to the quality of provision.

Recommendations

- R1. Improve planning to extend children's literacy, numeracy and ICT skills.
- R2. Plan tasks that challenge more able children consistently.
- R3. Develop the provision to promote children's Welsh language skills.
- R4. Make greater use of assessment outcomes to plan the next steps in children's learning.
- R5. Structure self-evaluation processes to promote further improvement.

What happens next?

The setting will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?

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.

Key Question 2: How good is provision?

Good

Learning experiences: Adequate

The setting offers children interesting experiences across the areas of learning. There is appropriate use of curriculum frameworks to plan provision. These reflect the requirements of the Foundation Phase curriculum. The children receive regular opportunities to contribute their ideas to the choice of topics and themes. Planning, however, does not build on and extend children's literacy, numeracy and ICT skills consistently.

There is an appropriate blend of more focussed tasks led by practitioners and activities chosen by the children. The experiences successfully engage all children in their learning. Nevertheless, focussed tasks do not always offer children, particularly the more able, sufficient challenge to extend their learning.

There is effective use of visits and visitors to support the learning. They include visits by members of the community, such as the fire service, which extend children's awareness of their roles. Visits to places of interest, including a local fruit shop and a farm, contribute appropriately to children's learning experiences.

There are opportunities for children to sing Welsh songs and rhymes and to participate in counting activities. Provision to develop children's skills does not always receive sufficient attention in the planning. The practitioners develop children's awareness of the traditions and celebrations of Wales appropriately through activities including celebrating Saint David's Day and Saint Dwynwen's Day.

Teaching: Good

The practitioners have an appropriate understanding of the Foundation Phase curriculum and of child development. They make appropriate use of a range of teaching methods and suitable resources to support the learning. During activities, the practitioners interact effectively with the children. They intervene sensitively in their play when required and ensure that all children receive individual support. There is good use of questioning and children are encouraged to engage in simple discussion about their activities. On occasion, the pace of activities is too slow and older children are not productively involved in the learning.

The practitioners know the children well and can discuss their progress and development appropriately. They observe, record and discuss their responses during activities, and are beginning to use this information to plan future activities. The practitioners collect examples of children's work in personal folders, which are a useful record of their experiences. There are appropriate opportunities for children to talk about what they have enjoyed during the session, to share their work and to choose samples for display.

Parents receive information about their children's achievements, wellbeing and development through informal discussion at the beginning and end of sessions, and through written reports.

Care, support and guidance: Good

There are effective arrangements to support children's health and wellbeing. Daily routines, including the arrangements for receiving and collecting children, promote this approach well.

The setting has appropriate arrangements for promoting healthy eating and drinking. This includes activities to develop children's awareness of the importance of eating fresh fruit and vegetables.

There are suitable arrangements for supporting children with additional learning needs when required. There are clear lines of communication with key agencies to address any specific needs. They include speech and language support staff, the health visitor and social services.

Suitable learning experiences promote children's personal development including their spiritual, moral, social and cultural development. Values, such as kindness, and an understanding of what is right and wrong, are fostered through day-to-day activities. The children's awareness of the need to help those less fortunate is fostered through activities to raise money for good causes.

Interesting experiences, such as growing and caring for plants and a visit to a local farm, promote children's understanding of the importance of caring for the environment and all living things. Children have appropriate opportunities to develop their awareness of the wider world through celebrating festivals such as the Chinese New Year.

The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Learning environment: Good

The setting is an inclusive community where children receive equal access to the curriculum and to all the activities provided. Practitioners succeed well in creating a warm and welcoming ethos. They consider and value children's different backgrounds and respond appropriately.

The accommodation is old and in need of refurbishment. It comprises a foyer, spacious hall, toilets, large kitchen, and storeroom. There are sufficient resources overall although ICT equipment is limited. As community groups use the building, practitioners have to put out all the equipment each morning and store it away at the end of each session. Practitioners and children make full use of the space available. The displays and samples of children's work create an attractive environment. The setting has access to a grassed outside learning area, which includes appropriate equipment to support a range of activities. There is no hard surfaced play area.

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| Key Question 3: How good are leadership and management? |
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| Good |
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Leadership: Good

The playgroup leader and assistant leader succeed in creating a positive ethos for staff and children. Practitioners share common values and are committed to children's development and wellbeing. The setting's mission statement includes clear aims, which focus appropriately on ensuring that provision meets children's needs. The practitioners implement required policies and procedures appropriately.

The practitioners have a clear understanding of their roles and responsibilities and work effectively as a team. This enables daily routines to run smoothly. There is constructive use of informal meetings at the end of sessions to share ideas and formulate plans. Appropriate appraisal structures are in place and involve practitioners in assessing their own performance and determining further training needs. Although outcomes are discussed, the process does not involve the management committee sufficiently.

The practitioners collaborate well with the management committee, which is very supportive of the setting's work. Individual members undertake voluntary responsibilities in the setting, which develops their understanding of many aspects of its provision. There are useful links with professional agencies, which benefits the setting's work.

The setting gives suitable attention to national initiatives including promoting children's health and wellbeing.

Improving quality: Adequate

The practitioners now the setting well. There is appropriate use of staff discussion at the end of sessions to consider children's learning needs and the effectiveness of the provision. Practitioners seek the views of parents/carers through daily chats and through an annual questionnaire. Overall, self-evaluation processes lack sufficient structure to promote improvements consistently.

The setting's self-evaluation report provides a useful overview of its main strengths and areas for development. Many of the main outcomes feed into the setting improvement plan, which includes relevant targets. The plan includes a brief review of current provision and lists costings, responsibilities and a timetable. There has been appropriate progress in addressing the main targets including improving the

outdoor learning area. The setting improvement plan, however, does not give sufficient attention to children's progress and achievements particularly the development of their literacy and numeracy skills.

The Local Authority link teachers monitor and support the setting effectively. Areas for development are agreed and appropriate strategies put in place. Improvements are evident in aspects such as planning the learning experiences.

Partnership working: Good

The setting works effectively with a range of partners, which benefits children's education and wellbeing.

The partnership with parents is good. Practitioners are available to meet parents/carers at the beginning and end of each session. They offer parents relevant information about the setting and its provision.

The beneficial links with the community support children's learning well. These include visits by members of the community who contribute to specific themes and topics. There are visits to local places of interest including a visit to the local fruit shop as part of the school's programme for promoting healthy eating.

Parents and members of the community support the setting effectively through fund raising activities and by providing equipment such as wooden containers to grow plants and vegetables.

There is a developing partnership with the local primary school. The practitioners have produced a colourful booklet for children about their new school. This supports smooth transition. Practitioners liaise appropriately with a range of voluntary organisations and support agencies. The productive partnership with the local authority link teachers contributes well to improvements in the setting's work.

Resource management: Good

There is an appropriate level of staffing. The current leader and assistant leader are experienced practitioners and hold relevant qualifications in the care and education of young children. They attend relevant training opportunities, which are developing their knowledge and skills.

There is a sufficient supply of resources in most areas of learning. ICT equipment is limited. All resources are accessible to the children and this encourages independence. The development of the outdoor learning area offers children purposeful opportunities to undertake a range of activities.

The lead practitioner has an appropriate understanding of the budget and prioritises spending according to need. The use of grants and fundraising events supplement resources well. Overall, the setting offers good value for money in terms of the use made of the budget allocated.

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 –

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| Dorothy Morris | 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)

Glossary of terms

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| Areas of Learning | <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"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development |
| CSSIW | Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government. |
| Early Years Development and Childcare Partnership (EYDCP) | 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. |
| Foundation Phase | 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. |
| Foundation Phase child development assessment profile (CDAP) | Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012. |
| Local authority advisory teacher | These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds. |
| Mudiad Meithrin | 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. |

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