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a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Llandegfan Playgroup
Ysgol Gynradd Llandegfan
Llandegfan
Isle of Anglesey
LL59 5UW**

Date of inspection: July 2013

by

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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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About the setting

Llandegfan Playgroup is an English-medium setting that is situated in Ysgol Gynradd Llandegfan, Llandegfan, Isle of Anglesey. Nearly all pupils who attend the setting come from the village and the surrounding area. The area is recognised as neither privileged nor socially or economically disadvantaged.

The setting has been located in the village for 30 years and situated in the school since 2006. It shares the building with the Cylch Meithrin and the after school club. The setting is open between 9am and 11.30am on Wednesday, Thursday and Friday mornings and between 12.15pm and 2.45pm on Monday afternoon.

The setting says that a few children come from homes where Welsh is spoken. The children represent the full range of ability and no children in the current group are recognised as having additional learning needs. A few children come from an ethnic minority background.

The setting is registered with the Care and Social Services Inspectorate for Wales for a maximum of 22 children and it admits children from two and a half years old. At present, 23 children attend the setting at different times during the week; of these, 19 are funded three and four year olds.

The leader has been in post since 2007. Two assistants support her during the week. All staff have suitable qualifications.

A management committee oversees the work of the setting. The Care and Social Services Inspectorate for Wales last inspected the setting in 2011. Estyn inspected the setting in 2007.

Summary

The setting's current performance	Good
The setting's prospects for improvement	Good

Current performance

The setting's current performance is good because of:

- the good progress shown by nearly all children in all areas of learning;
- the positive attitudes of nearly all children to learning and they behave responsibly;
- the good planning of learning experiences;
- the wide, balanced and interesting curriculum, which supports all the children;
- the effective teaching that focuses well on the outcomes of the Foundation Phase;
- the good resources that are available;
- the very good relationship between adults and children; and
- the effective co-operation with external agencies, which contributes purposefully to the setting's success.

Prospects for improvement

The setting's prospects for improvement are good because of:

- the good record of implementing change that impacts positively on children's standards and wellbeing;
- the effective self-evaluation systems and strategic planning;
- the positive and active attitude of the staff towards development and training;
- the regular and sensible use of external support; and
- the supportive management committee, which plans appropriately for the future.

Recommendations

In order to improve, the setting needs to:

- R1 Improve the provision for physical development
- R2 Develop the outdoor environment to enhance children's knowledge and understanding of plant growth and caring for the environment
- R3 Ensure that detailed, daily assessments lead directly to individual children's targets

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Nearly all children achieve good standards and make good progress from their starting points by the end of their time in the setting. Nearly all children make positive progress in developing their literacy skills. Nearly all children discuss ideas with other children and adults confidently and they listen well to each other. For example, children discuss the emergency services effectively and give sensible suggestions about the different roles that people have in keeping them safe.

Nearly all children sit quietly and listen attentively to stories. They join in enthusiastically when discussing these stories or when singing songs and nursery rhymes in both Welsh and English. Nearly all children follow instructions and actions in songs correctly. Most children are keen to answer questions about what they are doing. Many children choose to look at books independently and they hold books correctly. They recognise the main characters in a story and they discuss the content of a story intelligently with each other. Nearly all children are developing their early writing skills well and have a sound understanding of the purpose of writing. Nearly all the older children write their names legibly.

Nearly all children develop good numeracy skills. The older children count, recognise and name numbers to 20 confidently. Nearly all children use a good range of mathematical language with each other during their play. For example, they describe buckets, watering cans and plastic bottles as 'small' and 'big' or 'heavy' and 'light' when filling them with water or sand. Most children understand clearly how to rank numbers in order from first to fifth. Nearly all children group objects of different types by colour, size and shape correctly.

Most children understand what to do when directed in Welsh and a few children use Welsh without prompting. Nearly all children use the computer and other electronic equipment effectively and with confidence.

Wellbeing: Good

Nearly all the children are happy, confident learners. Nearly all children, relative to their age, have a good understanding of how they can keep healthy. Nearly all children wash their hands thoroughly before eating fruit and drinking milk and do so with little prompting. Nearly all children have a good understanding that a healthy diet incorporates fruit and vegetables and that exercise keeps you fit.

Nearly all children's attitude to learning is good. They participate enthusiastically in all experiences provided for them, both indoors and outdoors. Nearly all children listen well to each other and to the staff. The behaviour of nearly all children is good.

Nearly all children are fully engaged in every activity and concentrate and persevere for significant periods of time. Nearly all children make sensible decisions for themselves and work well independently.

Nearly all children relate very well to each other, to adults and visitors. They are courteous and considerate of others' needs and share resources willingly. Most children suggest sensible ideas about what and how they want to learn. As a result, most children show high levels of motivation, engagement and concentration.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Planning is effective. The curriculum builds well on children's previous and current knowledge and experiences. Interesting opportunities are provided for all children to develop their skills across the curriculum, particularly literacy and numeracy skills. Time is set aside every week for the leader and the staff to discuss the curriculum and the theme activities. Therefore, the flexible curriculum is managed well and linked effectively to children's interests.

Specific activities and tasks are planned thoroughly and children have freedom to choose their own tasks and activities. Good activities are provided for children to develop their basic and key skills in literacy, numeracy, knowledge and understanding of the world and creative development. However, there are not enough opportunities available for children's physical development. All adults communicate effectively with children in Welsh.

Provision for developing children's information technology skills is good. The enthusiastic staff direct children regularly to use technological equipment such as the computer and mobile toys. All children have many opportunities to develop their thinking skills through interesting activities such as role-playing in a café, painting and experimenting with water and sand.

The setting makes beneficial use of visits and visitors to enhance successfully children's learning experiences. For example, visits by the Police, fire brigade, a dental nurse and a local farmer add interest to the curriculum, which develops and extends the children's experiences effectively. Visits to places of interest in North Wales and the surrounding area enrich the children's understanding of the world around them well.

Suitable emphasis is placed on Welsh traditions and celebrations, such as celebrating St David's Day. Good opportunities are also provided for children to develop an understanding of other cultures and traditions. For example, the setting celebrates Diwali and the Chinese New Year. These activities help children to develop a good understanding of the wider world and develop their awareness of global citizenship effectively.

The setting provides good opportunities for the children to recycle cardboard, paper and food. However, there are too few opportunities for children to learn about how things grow and how to care for the environment.

Teaching: Good

Staff teach well and they have a good practical knowledge of children's development and a clear understanding of the requirements of the Foundation Phase. There is a very positive relationship between all staff and children. Staff have an active role when planning the curriculum and the best use is made of their expertise.

The system of sharing duties is established, which means that staff co-operate effectively and share information about children regularly. There is a good balance between child-selected and adult-directed activities. Staff know when to intervene appropriately in children's play. Staff set clear learning objectives for the children at the start of every focus activity to ensure that individual children are challenged appropriately according to their abilities.

Staff model the Welsh language well for the children's level of development. Staff encourage children to evaluate their work well as they discuss stories or how to order a meal in a restaurant. Staff provide an interesting environment that ensures successfully that all children take part and enjoy themselves. The staff are very positive as children arrive and they continue with this enthusiasm throughout the sessions.

The assessment procedures are established. The process of recording children's achievements is completed appropriately. However, the assessments do not lead, with enough detail, to individual children's targets. Parents and carers are informed well about their children's achievements. The information is available to them at any time.

Care, support and guidance: Good

The setting's provision for ensuring children's health, wellbeing, spiritual, moral, social and cultural development is good. Staff foster values such as honesty, fairness and respect consistently through day-to-day activities. They encourage the children at all times to promote their self-esteem and confidence. Children have good opportunities to reflect, discuss their feelings and to take turns. Snack time is a social occasion and children are encouraged effectively to take responsibility for serving fruits and drinks.

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

The setting provides a safe environment. The doors are locked and only opened by a member of staff. Consequently, no one can enter or a child leave unaccompanied. The outdoor area is enclosed within the setting's boundary and the gates are locked securely. Good care is taken when children are being collected to ensure that they are in the care of their parents or of a known carer.

There are sound processes in place to support children with additional learning needs. The leader is the additional learning needs co-ordinator. She is familiar with the necessary procedures for supporting children with additional needs.

Learning environment: Good

The setting, through its day-to-day activities and the approach adopted by staff promotes a very positive ethos. Staff know children well and their individuality is recognised. All children have equal access to an interesting curriculum. The setting uses positive behaviour strategies, which removes any disruption or aggressive behaviour successfully.

The staff have suitable qualifications and they all have good experience in working with young children. The adult to child ratio is favourable. Staff's expertise is used well in planning and in supervising activities. The setting uses its resources well to meet the requirements of the Foundation Phase and children's needs. Resources are accessible to children, which promotes the children's sense of responsibility well. Resources are shared effectively between all tasks that are indoors and outdoors.

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

Staff understand their roles fully and co-operate well as a team. They use the guidance of external agencies such as the Wales Pre-school Providers Association and the local authority sensibly. This practice ensures the best use of their expertise. The leader, staff and management committee plan purposefully to provide interesting experiences for the children.

The development plan is a useful document. It has clear priorities for improvement targeted through sound self-evaluation procedures. There are effective processes in place to ensure that resources are available to meet the improvement objectives.

Staff receive relevant and appropriate training, which has a good effect on the quality of provision. The management committee leads effectively and gives good consideration to legislation and its management systems meet requirements. The setting takes good account of national priorities.

Improving quality: Good

The leader and staff know the setting well. They know what they do well and what they need to do to improve.

The setting self-evaluates effectively. It ensures an efficient match between the self-evaluation and the targets of the development plan. There is secure evidence of beneficial evaluations from all involved with the setting, such as parents and external agencies. The appropriate targets include developing the provision for information technology, improving the recording of children's progress and targeting children's physical skills. The recommendations from Estyn's last inspection have been largely met. However, although partially addressed, identifying the next steps in children's learning remains as a development area for the setting.

Areas for improvement are targeted effectively and concisely against responsibilities and timelines in the setting's development plan. Staff are keen to take on new ideas

from training and try different ways of working suggested by the local authority advisory teacher and the Wales Pre-school Providers Association. For example, recent training on effective self-evaluation and development planning has led to a better understanding of the process for all staff. This has a positive effect on children's learning and wellbeing.

Partnership working: Good

There are effective links with parents and carers. Parents' responses in questionnaires and during discussions express their satisfaction with the setting. They appreciate greatly the standards of care and the quality of education that is available. They appreciate the open door policy and the regular opportunities to meet staff. An informative booklet provides parents and carers with relevant details about the setting.

By the time children leave the setting; parents feel that they are prepared well for the next stage of their education at school. Links between the setting and the local school are very good. As a result, children are familiar with the school's procedures before they begin full-time. Community partnerships are strong. The partnership with the Wales Pre-school Providers Association and the local authority is good and is of help in moving the setting forward.

Resource management: Good

The leadership is good. The resources are managed well to support learning and improvements in the setting. The leader and management committee ensure that the setting has enough appropriately qualified and trained staff. Staff are deployed effectively to deliver the curriculum and support children's learning. Staff work effectively alongside each other to improve children's achievements.

Resources are of good quality and accessible to the children. Staff make good use of the accommodation and the outdoor space to provide a range of effective learning experiences.

In view of the good outcomes achieved by children, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Eleven parents and carers responded to the questionnaires. All the parents and carers are very positive about the setting's work.

All the parents and carers who responded to the questionnaire are satisfied with the setting and agree that their children felt that they:

- were helped to settle in well and liked the setting;
- are making good progress and staff treat all children fairly and with respect;
- are encouraged to be healthy and to take regular exercise;
- are safe;
- receive appropriate additional support if needed; and
- behave well.

They all also agreed that:

- there is a good range of activities including trips and visits;
- the setting is well run;
- the teaching is good;
- they are well prepared for moving on to school;
- they understand the setting's procedures for dealing with complaints; and
- they are comfortable approaching the setting with questions, suggestions or problems.

Nearly all parents and carers felt that:

- they are kept well informed of their children's progress.

These responses compare very favourably with national benchmark comparisons.

Responses to discussions with children

Nearly all children are happy in the setting. The enthusiasm of nearly all the children is evident when they arrive and meet with their friends. Nearly all of them are self-confident from knowing that they are supported well and that they are provided with interesting tasks.

Appendix 2

The reporting inspector

Nicholas Jones	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

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	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<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>
Foundation Phase	<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>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
Mudiad Meithrin	<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>

National Childminding	<p>This is a professional membership association working</p>
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Association (NCMA)	with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National (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.