



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

A report on

**North Cornelly Playgroup
Corneli Children's Centre
Greenfield Terrace
North Cornelly
Bridgend
CF33 4LW**

Date of inspection: October 2019

by

Care Inspectorate Wales (CIW)

and

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About North Cornelly Playgroup

Name of setting	North Cornelly Community Playgroup
Category of care provided	Sessional Day Care
Registered person(s)	Libby Leyshon and Suzanne Goddard
Responsible individual (if applicable)	N/A
Person in charge	Libby Leyshon
Number of places	28
Age range of children	2 to 4 years
Number of children funded for up to two terms	3
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday 9.15 to 11.45 and 12.30 to 15.00 (generally term time only)
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	No
Welsh Language Active Offer	This is a setting that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their setting. This may be because the setting is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service. We recommend that the setting provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.

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Date of previous CIW inspection	06/03/2017
Date of previous Estyn inspection	01/02/2015
Dates of this inspection visit(s)	22/10/2019
Additional information	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	N/A
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Evaluate and improve the environment to ensure best use is made of all available space

R2 Ensure that development targets and appraisals focus on improving outcomes for children

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations. CIW and Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Wellbeing: Good

Nearly all children develop a very strong voice and make many choices regarding their play. Most move confidently around the setting, accessing the outside area freely and seeking out activities that interest them. For example, taking cars from inside to an activity outside and continuing to play imaginatively with them. Many children speak and express themselves confidently through verbal and non verbal methods. For example, when asking for support to put their coat back on to go outside to play and by leading a practitioner by their hand to the book area to choose a book to read.

Most children are happy and settle well at the setting. Most arrive and immediately seek out their chosen activity. A very few children who take longer to settle, respond quickly to individual attention from practitioners for example, when listening to their favourite story. They develop an understanding of the setting's routines very well. Nearly all children form very positive attachments to practitioners and have very good relationships. Many children develop relationships with their peers. For example, by helping another child to take their coat off. Nearly all children are very content and interested in the activities. Children express pride in their achievements, for example, eagerly showing what they have been collecting during their woodland walk or home task.

Most children behave very well. They develop a good understanding of right and wrong through positive interactions with practitioners. Most are learning to manage their behaviour effectively. Most children take turns, share resources and help each other. For example, they co operate well to decorate a pumpkin and concentrate well when putting boxes together to make a bridge to the slide. Most children are polite and learn to use 'please' and 'thank you' appropriately. Many respond positively to requests from practitioners, such as helping to tidy up.

Nearly all children really enjoy their play and learning. For example, many children squeal with laughter as they chase a practitioner around the outside area. They engage happily in a very good range of activities that they find interesting and they persevere appropriately at tasks. For example, building a tower with blocks or using tweezers to pick up items in the investigation area. Most children join in enthusiastically at registration time, singing 'days of the week' loudly and showing pride as they respond correctly to questions in Welsh and English. Nearly all children learn self help skills effectively. For example, they put on their coats and wellingtons serve themselves food at snack time and wash and dry their hands independently if their hands are dirty after playing outside.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Judgement

There is no report on children's learning. This is because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

Care and development: Good

Practitioners promote children's health, safety and well-being effectively. They understand and implement the setting's policies and procedures very well and attend training to develop their knowledge. For example, all have current certificates in paediatric first aid, safeguarding and food hygiene and most have attended training on Prevent initiative, allergens and inclusive play. The setting's arrangements for safeguarding meet requirements and are not a cause for concern.

Practitioners provide children with very good opportunities to develop healthy lifestyles. For example, they provide children with good opportunities to try different types of healthy food and ensure that children's oral health is promoted effectively. They show a high regard for children's well-being, for example using mindfulness techniques to settle and calm children who become anxious or distressed successfully. Practitioners follow good hygiene practices appropriately when preparing for snack and support children well to develop their personal hygiene such as hand washing and wiping their noses. Practitioners promote children's physical health effectively. For example, by going on weekly walks in the nearby woodland and providing free opportunities throughout each session for children to play outside.

Practitioners implement the setting's behaviour management policy successfully, resulting in a busy yet calm atmosphere. Many have received training in behaviour management strategies and promote these effectively. They praise positive behaviour routinely and handle the rare occurrence of unwanted behaviour discretely and positively. For example, gently explaining the dangers of pushing while on the slide and how important it is to share toys. Practitioners are very good role models, treating each other with respect and consideration.

Practitioners promote children's development and meet their needs very well. Practitioners meet with parents to discuss their child's individual needs before they attend the setting. Practitioners implement a robust assessment process successfully, tracking and supporting children's development well. For example, they use the foundation phase profile effectively, updating this regularly to ensure they have a thorough understanding of how well children are progressing. They know the children's individual needs extremely well and they use this information effectively to plan activities to promote the children's all round development. Practitioners ensure that all children, especially those who may require extra help, are fully supported to meet their potential. For example, practitioners work closely with parents and key professionals, to ensure care is tailored to children's individual needs.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

Practitioners plan a range of worthwhile learning experiences. Children make valuable contributions to the planning. For example, practitioners record the children's ideas on a 'thought shower' and use them to inform learning effectively. As a result, children are fully engaged in their learning. Practitioners enhance children's learning well through visits and visitors.

Practitioners have a very good understanding of the foundation phase and are flexible and responsive to meet the needs of the children. Practitioners complete

regular and meaningful assessments and observations. They use these effectively to plan activities suited to each child's stage of development. As a result, most children make very good progress from their starting point at the setting.

Practitioners question children skilfully and challenge all abilities appropriately. Through careful questioning, practitioners encourage children to think for themselves. For example, by asking 'I wonder how we can get inside the pumpkin.'

Practitioners provide valuable opportunities to promote children's moral, spiritual and cultural development. They celebrate the cultures of the families who attend the setting well. For example, parents and carers are invited to cook different foods, make henna patterns and share traditional costumes. As a result, children develop a sense of respect for others.

Provision to support children's literacy, numeracy and ICT skills is effective. The book area is cosy with an appropriate amount of books, puppets and story sacks. There is a range of reading materials across all areas of learning. As a result, children develop their early reading skills effectively. Practitioners promote children's oracy skills particularly well. For example, developing a quieter area for role-play in the smaller room. Beneficial mark making opportunities promote early writing successfully. Children use ICT purposefully in their play. For example, taking photographs in the forest and talking about their picture.

The setting supports children's Welsh language development very effectively. Practitioners model Welsh in the routines and everyday play. They work closely with the Cylch Meithrin located next door. For example, they visit to read to the children in Welsh. Children have worthwhile opportunities to celebrate their Welsh heritage. For example, cooking Welsh cakes on St David's day, and using a Welsh tea towel to dry the dishes.

The setting promotes the development of good personal and social skills very well. Practitioners provide valuable opportunities for the children to develop kindness and empathy. They role model kindness and help children learn to care for others by supporting them to understand their own emotions and empathise with others. As a result, children demonstrate kindness to each other. For example, comforting their friend when he was upset independently.

Practitioners provide good opportunities for children to learn about the world around them such as through growing plants, and going for walks. They use worthwhile first hand experiences, to promote care. For example, one child brought in some chicks and demonstrated how to hold them and care for them.

Environment: Good

Leaders ensure that the environment is very safe and secure. An electronic security system ensures that visitors cannot enter the premises unaccompanied and the outside environment is made secure after parents leave. All areas are clean and well maintained with appropriate infection control processes in place. Leaders monitor the safety of the environment effectively by ensuring robust and meaningful risk assessments are implemented. Practitioners are knowledgeable about safety procedures, contribute to daily checks and conduct regular emergency evacuations

of the premises. Leaders liaise with the owners of the premises appropriately to ensure the building is suitably maintained and checks on the electrical, gas and fire systems are carried out in a timely manner.

In the main, leaders ensure the environment is suitable. Areas are warm and welcoming with bright displays including children's work, giving them a sense of belonging and achievement. The main indoor play environment is laid out with interesting activities covering all areas of learning. However, the space available for children to extend elements of their play is limited, such as the area for block play. A separate room provides a role play area supporting children to develop their speech, language and imagination effectively. Toilet facilities are child size and conveniently located off the playroom so children can access them easily. However, the nappy changing facilities do not fully promote children's privacy and dignity.

Leaders provide good quality toys and equipment which offer children good stimulation and challenge. They ensure that resources and equipment are maintained to a high standard and that robust cleaning schedules are implemented. All areas are well resourced and practitioners are beginning to include 'real items' such as food boxes, saucepans and colanders in the role play area. Children access resources independently as they can see what is on offer and know where to find them. Practitioners make very good use of the outdoor play area which offers a wide range of valuable opportunities for children to be physically active. For example, by using the climbing frames, slides, bikes and balance equipment. The outdoor mud kitchen and investigation area promotes children's learning, curiosity and sense of adventure effectively.

Leadership and management: Good

Leaders set high standards for themselves and all staff at the setting. This creates a very positive ethos. Leaders promote teamwork highly effectively and as a result, all practitioners feel highly valued and supported. All practitioners are extremely happy in their work. As a result, they are calm, caring and thoughtful when they play with the children. Leaders continually support practitioners to promote very good well-being through every aspect of the setting. For example, during practitioner well-being week, the leaders gave personal thank you cards to every practitioner. All practitioners support and celebrate each other's work. For example, all practitioners write positive observations of each other's work in the setting and place this on the 'shout out' board. As a result, all practitioners feel empowered, which promotes very high levels of engagement of all children.

The setting has good arrangements for identifying strengths and areas for improvement. All practitioners are very committed to improving the quality of the provision and the outcomes for children. For example, the introduction of loose parts into the setting. As a result, the children are exploring open ended resources and developing problem solving skills. Leaders actively encourage the practitioners to take responsibility for improvements and celebrates all practitioners' contributions to the work of the setting. Practitioners are reflective in their day-to-day work. The setting makes good use of information from a range of sources to inform the detailed self-evaluation process. Development targets for the setting are set annually based on the identified areas for improvement. However, they do not focus specifically enough on improving children's skills.

Leaders provide effective opportunities for continued professional development and practitioners take advantage of these to improve their performance. This has a positive impact on practitioners' skills, such as improving opportunities for children to develop their oracy skills through role-play. Leaders follow safe, effective and timely recruitment processes. The setting makes very good use of practitioners to support children's well-being, play and learning.

Leaders use annual appraisals and supervisions effectively to support practitioners to develop. For example, they set targets that help practitioners work towards achieving their personal goals. However, leaders do not use performance management procedures well enough to help meet the setting's development targets.

Leaders have developed very good links with parents, who value and support the setting. Leaders actively involve parents in developing children's learning through regular family engagement sessions. For example, promoting literacy whilst 'going on a bear hunt' during a large picnic on the field. Practitioners keep parents very well informed about their child's progress and the fun they are having in the setting, such as through regular 'cuppa and a natter' sessions where parents can speak to practitioners and see what their children have been doing. Practitioners provide stimulating tasks to promote learning at home. For example, collecting autumn items resulting in a child sharing the stages of a conker from his collection.

Leaders have developed very effective partnerships that improve the quality of the learning and outcomes for children. For example, very good use is made of visitors to enhance and engage the children. Transition links with the feeder schools is highly effective. As a result, children enter their new school happy, confident and ready to learn.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

This document has been translated by Prysgr (English to Welsh).

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