



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

A report on

**Playland Day Nursery
31 Stansty Road
Wrexham
LL11 2BT**

Date of inspection: June 2019

by

Care Inspectorate Wales (CIW)

and

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

About Playland Day Nursery

Name of setting	Playland Day Nursery
Category of care provided	Full day care
Registered person(s)	Jacqueline Ryan
Responsible individual (if applicable)	N/A
Person in charge	Jacqueline Ryan, Ceri Hughes
Number of places	35
Age range of children	0-12
Number of children funded for up to two terms	9
Number of children funded for up to five terms	None
Opening days / times	Monday to Friday times 7.30am – 6.00pm
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	No
Date of previous CIW inspection	04/07/2017
Date of previous Estyn inspection	01/06/2013
Dates of this inspection visit(s)	04/06/2019
<p>Additional information</p> <p>There is an out of school care provision at the setting under the same Care Inspectorate Wales registration for children up to the age of 12.</p> <p>A few children have English as an additional language.</p>	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
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 Improve children's information and communication technology skills
- R2 Ensure that practitioners' interactions with children contribute effectively to developing their independence and understanding
- R3 Ensure that improvement processes focus more sharply on children's standards and progress

What happens next

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

Main findings

Wellbeing: Good

Nearly all children in the setting express their needs confidently and staff value all forms of communication. For example, they respond purposefully when babies babble and wave. Older children are confident to ask for help when they need to, knowing that adults will respond positively. Nearly all children make appropriate choices and decisions about their play and learning, including what they would like to play with, whom they would like to play alongside and what they would like to eat or drink.

Nearly all children are happy and settle quickly. They cope well with separation from their parents, and have positive bonds of affection with their key workers. For example, children are proud to show practitioners their work. Nearly all children are familiar with the setting's routine, which gives them a sense of security. For example, after circle time children know they are to brush their teeth until the timer finishes, before playing in another area.

With varying levels of support, nearly all children interact well with each other and are learning to cooperate happily, such as when sharing resources in the mud kitchen. Meal times are sociable occasions with nearly all children communicating positively. For example, younger children eat their food happily while interacting and smiling with practitioners and each other. Most children listen to and follow instructions confidently, including when being asked to tidy up and prepare for lunch.

Most children enjoy attending the setting and are motivated and engaged in their play and learning experiences. They concentrate and sustain interest for appropriate periods before moving on to other activities. They gain a sense of achievement when they complete tasks. For example, children display their flower paintings proudly when complete. When they have the opportunity, many children develop their independence appropriately and their ability to complete tasks by themselves, such as to tidy away resources. A few children attempt to cut up their own food at lunchtime competently.

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

Many children enter the setting with skills and understanding broadly in line with their age. During their time at the setting, many make beneficial progress in most areas and particularly in the development of their personal and social skills.

Many children listen well when adults read to them. They identify and comment purposefully on the pictures in the stories, such as animals they recognise in a book. A majority talk well with adults and visitors, chatting about their everyday activities and asking suitable questions. For example, they comment that their coat makes them 'look like a dragon'. However, a few do not use a wide enough range of words and phrases confidently. Many children take part enthusiastically in activities that develop their mark making skills, such as chalking shapes on the wall in the outside area and then using a spray to wash them away.

Many children's numeracy skills are developing well. They use their number skills usefully during their play activities, for example when counting out the number of coloured crayons in a pot. Many are beginning to use mathematical language in relevant day-to-day contexts. For example, when collecting fallen twigs after rain they identify which are longer and shorter. They recognise and name familiar two-dimensional shapes well, for example identifying circles, squares and stars.

Most children play cooperatively and share resources appropriately. For example, when playing outside they chase through the tunnel and use seesaws happily. Most children's physical skills are developing effectively. During outdoor play, they push and control trikes competently. They crawl confidently through the play tunnel and kick footballs skilfully. When playing in the garden area many use trowels and a rake purposefully. Many pupils manipulate and use a range of tools, such as glue spreaders and scissors, suitably.

Many children demonstrate useful sorting and problem solving skills. They identify whether given items are made of plastic, paper or card and sort them accurately. Many develop worthwhile creative skills. They make interesting junk models, for example creating imaginary cars from egg-boxes and card.

A majority of children are developing a suitable familiarity with technology in their learning activities. They understand how to use a touch-screen on a tablet computer and use simple devices, such as a camera competently. However, for a minority, their overall confidence and understanding of how to use ICT resources is less well developed.

Many children are developing worthwhile basic Welsh language skills. They respond confidently to practitioners greetings, saying 'bore da', and describe what the weather outside is like. Many children count to five confidently and identify a good range of colours in Welsh accurately.

Care and development: Good

Practitioners implement the setting's policies and procedures effectively. For example, all practitioners have a clear understanding of the setting's child protection process. They provide beneficial daily opportunities for physical play and provide children with well-balanced, healthy food. Practitioners follow infection control guidelines consistently well, for example they abide by best practice guidance when changing nappies. They respect children's privacy, discussing the process with them in a friendly manner. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners interact well with children and make their expectations clear. For example, they kneel down to their level and remind them gently to follow instructions, such as sitting for circle time. All practitioners are good role models. They speak to children respectfully and model how to say 'please' and 'thank-you' during group activities and at meal times. They celebrate positive behaviour well, and deal with unwanted behaviour swiftly using skilful distraction techniques, such as singing cheerfully.

Practitioners are nurturing and caring towards children and consistently provide responsive care. For example, practitioners cuddle children when they need reassurance and show genuine interest in what children have to say. They provide a sense of fun and enjoyment, with a good variety of stimulating experiences, such as catching bubbles outside and taking part in a teddy bears' picnic.

Practitioners offer a suitable range of activities to develop children's independence, such as encouraging them to wash their hands and tidy up. However, on a few occasions staff do not give them the chance to do things for themselves, such as pouring drinks for them at lunchtime. The setting generally has effective arrangements in place for supporting children with additional needs. Practitioners work well with specialist agencies where required and work in close partnership with parents. This ensures that they meet most children's individual needs well. However, the setting does not always support children learning English as an additional language well enough.

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

Practitioners plan an engaging range of focused and independent learning activities that fit well with the ethos of the foundation phase. For example, children begin to make marks in a tray filled with flour or sand, and practise counting when planting sunflower seeds. These learning experiences encourage children's all-round development well. Practitioners organise and resource an engaging range of learning activities both indoors and out. For example, children develop communication skills by mark making on chalkboards in the outdoors. They ensure that independently accessible resources are engaging and support children's learning well.

Practitioners encourage children to be independent in their choice of activity. They plan a good balance between child-initiated and adult led activities that meet children's individual needs flexibly. Practitioners take good account of children's ideas and plan learning that reflects their wishes beneficially. For example, the setting developed a learning theme of 'transport' following discussion with children. They plan a broad range of activities linked to this theme, such as creative activities making cars from empty boxes and card. Practitioners assess and record children's progress accurately. However, they do not always use this information well enough when planning activities.

Practitioners consider well how to develop children's literacy and numeracy skills, both in formal learning activities and throughout the day, such as at snack time. For example, children practise number and counting skills successfully when sharing fruit. When planning physical activities they raise children's awareness of directions, such as forwards and backwards and help them to count how many times they throw the ball. The setting provides suitable opportunities for children to develop their ICT skills, but this remains at an early stage of development.

Practitioners support children appropriately during their learning activities. They encourage children to engage in activities and listen to their talk patiently. As a result, children are confident in the setting and happy to try new things. However, practitioners do not always use questioning well enough to challenge children and

take forward their learning, particularly during independent activities. In a few cases, they intervene too quickly to provide help and do not allow children to work things out for themselves.

The setting supports children's social, moral, cultural and spiritual development effectively. For example, practitioners plan engaging activities to help children understand different celebrations and customs from other cultures. The setting supports children's Welsh language development well. Practitioners use simple words and phrases throughout the session purposefully and encourage children to respond. For example, they support children to identify different colours when playing outdoors. Children have suitable opportunities to learn about Welsh culture. For example, they celebrate St David's Day and paint Welsh emblems, such as daffodils.

Environment: Good

Leaders ensure the premises are safe and secure. All practitioners are fully aware of their responsibilities in relation to the safety and welfare of children. For example, practitioners lock and control all doors and use safety gates to prevent children leaving playrooms. Leaders check and record all visitors, so that they are constantly aware of who is in the building. Practitioners follow comprehensive risk assessment processes to keep children safe when in the setting and on outings and generally manage risks in the environment competently. Practitioners know the procedures that all should follow should there be an emergency.

Leaders provide children with a well-maintained, stimulating environment. Carefully chosen resources and furnishings create a warm and homely atmosphere. They use displays to celebrate children's achievements effectively. This gives children a sense that their work is valued and helps them feel proud of what they have achieved. Practitioners use the outside areas well and ensure children spend as much time outdoors as possible. This is a particular strength of the setting's provision. For example, children eat lunch outside in the warm weather, as well as taking part in engaging group activities and free play. This encourages children to be physically active, enjoy fresh air and promotes their overall health and wellbeing. Practitioners ensure the layout and design of the setting promotes the principles of the foundation phase effectively and use areas flexibly. For example, they pack equipment away quickly to convert rooms into sleeping areas and store resources thoughtfully, enabling children to access them independently.

Leaders have effective systems to ensure toys are clean and in good condition. For example, they sterilise toys in the baby room daily and practitioners carry out maintenance checks regularly. The setting has a good range of resources to promote children's curiosity. The environment for children receiving early education is particularly effective. A broad range of engaging resources indoors and outside stimulates these children well. For example, they develop their physical skills successfully when using gardening tools, riding on trikes and playing parachute games. However, younger children do not benefit from as wide a range of good quality outdoor resources. Leaders ensure that furniture suits children well and this enables them to eat and undertake table top activities comfortably. Practitioners generally provide children with toys and resources that meet their needs suitably. However, there is not always a sufficiently wide range of activities for older children attending the out of school club.

Leadership and management: Good

Leaders have set in place clear structures that support the effective running of the setting. For example, each room has a suitably qualified leader who oversees their area effectively. Leaders meet together regularly to discuss what they are doing well and what they could improve. In this way, all are aware of any issues and this supports and enables the smooth running of the setting. Leaders have high expectations of themselves and others, and actively support and challenge everyone to do their best. They identify areas of improvement usefully for individuals in regular appraisals and support staff to meet these high standards. They ensure that all practitioners understand the importance of implementing safe practices and promote a culture of safety beneficially.

Leaders use an appropriate range of strategies, such as regular meetings, leaders' room reports and staff appraisals to help them consider the setting's strengths well. They identify areas for improvement beneficially. They rate areas for improvement thoughtfully using a traffic light system that helps them to see which areas have the highest priority. When planning for improvement they identify actions that will lead to positive change and put these in place quickly and efficiently. As a result, most planned improvement actions have a positive effect. For example, leaders identified the need for children to have a better say in their learning. They implemented a range of beneficial strategies, such as recording children's ideas in a children's voice book. Practitioners now use these ideas well to plan learning that engages children purposefully. However, improvement strategies do not identify well enough the standards that children achieve and the progress that they make.

Leaders ensure that there are sufficient practitioners with suitable qualifications and experience of working with young children to care for and support them well. They ensure that all practitioners understand and fulfil their roles effectively. They share the setting's strategic plans with staff and this allows them to understand priorities well. For example, practitioners are aware of the need to utilise the local community more effectively and ensure that they contribute to this. Leaders manage resources efficiently and make good use of funding. The resources and learning area for children receiving funded education is particularly engaging, with a broad range of stimulating resources indoors and out.

The setting works constructively with parents to identify the individual needs and preferences of their child. They engage regularly with parents through questionnaires and face-to-face to ensure that practitioners understand the children's needs well. Leaders have a broad range of strategies to ensure that they keep parents well informed of their children's progress. For example, all rooms use social media effectively on a day-to-day basis to allow parents to see what their children have been doing. Practitioners complete daily diaries for all children and this allows immediate and personal contact with all parents. Regular reports and an annual meeting allows parents of children accessing early education to understand beneficially how their child is progressing. Parents value this active engagement.

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

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