



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

A report on

**Tudno Playschool
Ysgol Tudno
Trinity Avenue
Llandudno
LL30 2SJ**

Date of inspection: January 2020

by

Care Inspectorate Wales (CIW)

and

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

About Tudno Playschool

Name of setting	Tudno Playschool
Category of care provided	Full Day Care
Registered person(s)	Carly Barker and Gareth Jones
Responsible individual (if applicable)	Not applicable
Person in charge	Carly Barker
Number of places	26
Age range of children	2-4
Number of children funded for up to two terms	3
Number of children funded for up to five terms	0
Opening days / times	Tuesday to Friday 9am to 3pm
Flying Start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of the people/children who use, or intend to use the service. This may be because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.
Date of previous CIW inspection	18/10/2017
Date of previous Estyn inspection	01/02/2016

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Dates of this inspection visit(s)	21/01/2020
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 Improve planning to ensure that learning activities develop children's skills and understanding progressively
- R2 Make effective use of the outdoor area to provide effective learning experiences
- R3 Improve opportunities for children to explore, and follow their own creative ideas and interests successfully

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

Most children communicate confidently and they approach practitioners to make their needs known. For example, when choosing flavoured yogurt. They are listened to and their choices are respected well. For example, children decide who to sit next to at lunch time and which fruit to have for snack.

Nearly all children feel safe, happy and valued. Nearly all settle well because they are familiar with daily routines and have formed positive attachments to their key workers. Nearly all children take turns to greet each other, choosing to use a wave or a hug. They benefit from plenty of individual attention due to a high ratio of practitioners to children and by having close relationships nearly all settle quickly into the daily routine. Those who need a little more support are provided with appropriate comfort until they are happy and content to continue playing.

Nearly all children interact and behave well. They are kind to each other, for example sharing their banana at snack time. They understand the need to take turns and share effectively, such as when setting out the plates at snack time. Children work together well, for example tidying away toys and equipment. They listen to instructions and to reminders about simple rules effectively and show patience, for example when waiting for their turn to brush their teeth.

Nearly all children enjoy their play and learning and join in enthusiastically with the activities offered. For example, during a music session when children were moving to different sounds and tempos. Older children clearly express their enjoyment through smiles and a sense of fun and show enthusiasm discussing photographs and what they have done with their parents and grandparents when they arrive in the setting. Most try new experiences confidently, such as mixing paint by rolling eggs in baskets. Children persevere until activities are completed and they concentrate well for example setting the table for snack.

Most children make good progress from their starting points. They learn through play successfully. They become independent and learn valuable social skills effectively. For example, setting the table and serving snack. Most children use the toilet and wash their hands unaided. They select resources and put on aprons to paint successfully and are confident to ask for support from practitioners if needed. Children learn about other countries and their customs effectively.

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

There is no report on children's learning. This is because the number of three and 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 keep children healthy and safe effectively. They create a caring atmosphere and understand and follow a range of suitable policies and procedures well. All practitioners have completed safeguarding training and they know what to

do should they have any concerns about a child. Practitioners are vigilant in caring for the children. For example, they follow robust procedures while escorting children up and down stairs to play outside or collecting children from school. Practitioners have undertaken first aid training to enable them to undertake simple treatments. They record accident and incidents appropriately.

Practitioners prepare healthy snacks such as fruit and toast and ensure good hygiene practice is followed. They adhere to children's individual dietary needs and preferences such as allergies and religious diets successfully. Practitioners ensure that children enjoy the benefits of playing outdoors however, time spent outside is limited. Practitioners undertake fire drills with the school and they know how to evacuate the premises safely. The setting's arrangements for safeguarding children meet the requirements and give no cause for concern.

Practitioners are calm and consistent and manage children's interactions successfully. They help the children to co-operate and learn social skills effectively. They are exceptionally sensitive to the needs of the children and intervene well to prevent any disruption. For example, they suggest alternative activities, give plenty of encouragement and ensure that children are busy with activities that sustain their interest. Practitioners remind children of simple rules regularly, such as to take time when pouring drinks or negotiating stairs. They negotiate very successfully with children and praise them often. As a result, behaviour is managed effectively.

Practitioners promote children's learning and independence successfully. Designated practitioners plan interesting activities they know the children will enjoy, such as celebrating Remembrance Day by creating poppy wreaths. They show interest in the children's ideas and sit alongside them to provide support, guidance and to extend children's learning effectively. Practitioners sit with the children when eating snack, making this a social occasion, chatting about home and families.

They offer a wide variety of interesting activities, which are regularly changed, and ensure that children's interest is maintained. Practitioners give highly responsive care, as they know the children and their families well. Key workers understand the way in which their children learn and sensitively provide nurturing experiences, such as playing the piano. Practitioners promote the Welsh language using simple Welsh phrases, rhymes and songs successfully.

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

The setting provides a wide range of learning opportunities indoors that engage children's interest and support learning across the curriculum successfully. Practitioners involve children in planning activities effectively, such as when they provide scented playdough in response to children's interest in sensory play.

A range of learning experiences promote children's moral, spiritual and cultural development well. For example, practitioners foster a sense of awe and wonder successfully when they encourage children to handle hissing cockroaches and observe their long antennae. Practitioners provide effective opportunities for children to learn about and care for living things, such as when they support children to observe birds feeding from the pumpkin feeders they have made.

Practitioners provide worthwhile opportunities for children to develop their information and communication technology (ICT), numeracy and thinking skills across the curriculum. For example, they provide tape measures and battery-operated toy tools for children as they build a new wall for Humpty Dumpty.

Practitioners support children's literacy skills well and a few support children's language development very successfully. For example, they introduce new vocabulary such as 'passion fruit' and ensure they give children plenty of time to think and respond during conversations. Activities such as painting Chinese symbols, during a Chinese New Year celebration, help children develop their mark making skills successfully.

Most practitioners model Welsh language effectively and regular music sessions support children's Welsh language skills well. Practitioners provide a range of engaging creative activities, such as responding to music through movement or exploring sound using percussion instruments. However, opportunities for children to explore freely or follow their own creative ideas and interests are underdeveloped.

The setting provides useful opportunities for children to develop their physical skills including developing their grip using tweezers, brushes and chalk. The indoor physical area provides plenty of opportunities for balancing, pedalling and climbing that enable children to develop their coordination successfully.

Practitioners have a good understanding of foundation phase practice. They engage children in play, explain things clearly and model activities well, such as when they support children to roll a hoop in the outdoor area. Overall, practitioners combine focused activities with children's free play successfully. However, the time provided for children to play outside is very short and, as a result, opportunities to sustain interest in tasks and enjoy periods of uninterrupted outdoor learning are limited.

The setting has effective procedures to observe children and assess their progress across the curriculum. All practitioners carry out regular observations of children as they engage in focused and independent activities. In numeracy, practitioners use this information well to identify and plan for next steps in learning. However, overall, practitioners do not use assessments well enough to build on children's skills progressively across the curriculum.

Environment: Good

Leaders ensure that the environment is safe and secure and that children are supervised well. A locked entrance downstairs, with a doorbell, and a record kept of all visitors ensure the children are secure in the setting. Leaders follow procedures for collecting children from school and undertake daily visual checks of indoor and outdoor areas effectively. All areas inside are hazard free with appropriate risk assessments.

Leaders provide a child friendly, welcoming, and interesting environment, with a few examples of the children's own creative ideas displayed on walls. The premises are light, bright, clean and well maintained. The three spacious play rooms are arranged into designated learning areas, and also provide ample space for children to be physically active. Outdoors, a secure play area ensures children can play safely with the limited resources available. Leaders create a sense of belonging, for example children hang their coats on pegs and store lunch boxes on a shelf.

Leaders ensure children have access to a wide range of good quality, stimulating play and learning resources. Activities and toys are suitable for the ages of children attending and available in sufficient quantity to provide an interesting choice. Resources are stored at low level so children can access them and develop their play independently. However, most children choose from activities and equipment already chosen. Practitioners provide natural materials to enhance children's play successfully. All toys and games are clean and well maintained. There is sufficient storage to ensure that the rooms are well organised and tidy. Leaders provide books and toys to represent the wider society and promote equality. Multi-cultural events are planned for and celebrated successfully.

Leadership and management: Good

Leaders share a clear vision for the setting to provide the best care and support for children and their families. The person in charge works effectively with practitioners to provide a caring and engaging environment for all children. There is a strong commitment to teamwork and practitioners feel valued. The person in charge works closely with the registered person and keeps them well informed through regular meetings and updates.

Leaders make sure they follow safe recruitment processes for all staff and the setting meets the required numbers of suitably qualified practitioners consistently well. The person in charge shares an appropriate range of suitable policies and procedures with practitioners to support the effective running of the setting. There is an up-to-date statement of purpose that ensures parents can make an informed choice about using the setting.

Leaders have suitable arrangements for identifying strengths and areas for improvement and all practitioners are committed to improving the quality of provision and outcomes for children. Nearly all practitioners identify aspects that have improved. For example, they explain how changes to the indoor learning environment have improved children's independent learning. However, the setting has not prioritised the need to improve a very few important aspects well enough, such as provision for outdoor learning.

Practitioners understand their roles and responsibilities well and the person in charge encourages them to work to their strengths effectively, for example, taking responsibility for promoting healthy eating or leading music sessions. The setting's appraisal system provides practitioners with useful opportunities to discuss and reflect on the quality of their work and they are clear about their goals for improvement. The person in charge provides beneficial opportunities for continued professional development and practitioners take advantage of these and strive to improve their performance. This has a positive impact, such as improving practitioners' understanding of how to support young children's language and communication skills.

Leaders have developed an extensive range of effective partnerships that improve the quality of provision and outcomes for children successfully. Practitioners develop strong partnerships with parents and keep them informed about what their children are learning and how well they are progressing through regular informal updates and a useful noticeboard. The setting makes beneficial use of its links with the

community and external agencies. For example, local businesses make regular donations such as healthy food and craft materials, which contribute well to supporting children's care and development.

The setting works well with the school to improve outcomes for children. Initiatives include shared professional development opportunities for staff, courses for parents and transition arrangements. For example, practitioners invite Year 5 pupils to join children in a range of activities such as craft and reading stories. This helps them feel a part of the school and supports their development successfully.

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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