



Arolygiaeth Gofal
Cymru
Care Inspectorate
Wales



Estyn

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

A report on

Presteigne Little People

**Presteigne C.P. School
Slough Road
Presteigne
Powys
LD8 2NH**

Date of inspection: June 2022

by

Care Inspectorate Wales (CIW)

and

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

This report is also available in Welsh.

About Presteigne Little People

Name of setting	Presteigne Little People
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Ann Wake
Person in charge	Joanne Griffiths Rebecca Morris
Number of places	48
Age range of children	0-12 years
Number of 3 and 4 year old children	32
Number of children who receive funding for early education	32
Opening days / times	Monday - Friday 07:30 - 18:30
Flying start service	No
Language of the setting	English with some Welsh
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 children who use, or intend to use their service.
Date of previous CIW inspection	9.2.2022
Date of previous Estyn inspection	6.8.2013
Dates of this inspection visit(s)	14/06/2022

Non-compliance

We notified the provider of an Area for Improvement where the setting was not compliant with the regulations. A notice was not issued, but this is identified as an area for improvement, and the RI must address this.

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next CIW inspection. Where the provider has failed to make the necessary improvements, we will escalate the matter by issuing a Priority Action Notice.

Additionally, we identified non-compliance in relation to Care and Development and we have issued a priority action notice to the provider.

We respond to non-compliance with regulations where poor outcomes for children, and / or risk to children's well-being are identified by issuing Priority Action Notice (s). The provider must take immediate steps to address these and make improvements. Where providers fail to take priority action by the target date, we may escalate the matter to an Improvement and Enforcement Panel.

Information on all non-compliance is included in the Action and Improvement Summary report, which will be published on CIW website only.

Recommendations

- R1 Improve children's Welsh language and numeracy skills
- R2 Develop a fire risk assessment specific to the setting and ensure that some evacuation drills are carried out independently of the school
- R3 Ensure that leaders and staff fully understand and can implement their safeguarding policy and procedures
- R4 Make effective use of observation and assessment to inform planning and to ensure that learning experiences meet the needs of all children
- R5 Strengthen leadership structures to ensure that all staff are supported to fully carry out their roles effectively.
- R6 Address the areas of non-compliance identified during the inspection

What happens next

Her Majesty's Chief Inspector of Estyn and the Chief Inspector of Care Inspectorate Wales are of the opinion that focused improvement is required in relation to this setting. The setting will draw up an action plan to show how it is going to address the recommendations. Estyn and CIW will monitor the setting's progress.

Main findings

Well-being:

Nearly all children make choices and decisions about their play. They move between activities and areas confidently. For example, for large parts of the day children can move between the inside and outside areas of the setting as they choose. Most children express their views clearly in a manner appropriate for their age. Young children use non-verbal cues such as pointing at the sand tray when they want to play with it, knowing that practitioners will respond to their request to take the lid off. Older children speak with ease and confidence to each other and practitioners during their play and at mealtimes. Children in the after-school club use available resources effectively to construct complex role play games, developing their own ideas and including younger children in their play.

Nearly all children arrive happily at the setting and cope very well as they separate from their parents and carers. They form close bonds with practitioners, which has a positive impact on their well-being. A very few children struggle with settling when they first arrive. They receive calm, gentle reassurance by practitioners and as a result settle very quickly. Children express their feelings and know they can talk to practitioners if they are worried. For example, they show they are sad when missing a favourite toy or when telling practitioners about what kind of day they have had at school. This develops children's confidence and self-esteem successfully.

Most children behave well. Younger children play happily alongside each other in the sand tray. They are learning to follow rules and respect other people as they are gently reminded by practitioners not to throw sand in case it goes in someone's eyes. Most older children play together well, and minor disagreements are quickly and easily resolved. Children show resilience as they are well supported to bounce back from minor upsets.

Nearly all children enjoy their play. They engage well in the activities they choose and sustain interest for appropriate periods of time. The children play parachute games with practitioners, climb and swing on the climbing frame and work out why a programmable caterpillar is moving slowly.

Children have opportunities to learn and develop in all areas and benefit from the wide range of resources and activities available to them. They follow their own interests for extended periods and as a result they develop confidence in making choices. They do not have as many opportunities to take part in more targeted activities that take account of next steps and therefore they do not develop in some areas as well as they could. Nearly all children are developing independence and self-help skills. They wash their hands independently and older children find their pegs and hang up their coats and bags. Children clear away plates after snack but they do not pour their own drinks, help themselves to food or butter their own toast.

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

Most children make appropriate progress in line with their age and ability during their time at the setting. Most children's communication and literacy skills are developing well. They make themselves understood and they are happy to talk and engage with practitioners and their friends about things that are important to them, for example things they do at home with their families. Most children play well together and use appropriate language in their play. For example, when playing in the ice cream shop, they take on the roles of shop keeper and customer successfully. A few children use their mark making skills to take orders for the ice creams and are beginning to write some recognisable letters of their own name. A few children are beginning to recognise that marks and symbols have meaning. They are beginning to follow pictorial instructions to make smoothies and cakes in the mud kitchen. Many children enjoy listening to stories and show an interest in books. A few handle books independently and show an interest in the detail of the pictures, for example when reading books about castles in the block play area. Many children recognise their own name on their coat pegs when hanging up their bags at the beginning of the session. A few children are beginning to recognise the names of their friends, and that some of their friends' names have the same initial letter as them.

Many children develop suitable mathematical skills and are beginning to use mathematical language in their play. They use terms such as full and empty when collecting soil to make dog food in the mud kitchen and count the number of scoops needed. A few children are beginning to classify and sort shapes. A few children accurately count to four when choosing their fruit at snack time or collecting natural resources to make a wand. However, there are limited opportunities for children to join in with number songs and rhymes or use their mathematical skills to solve practical problems. As a result, children do not always make the progress they could.

Nearly all children's physical skills are developing well. They take appropriate risks confidently in the outdoor area, climbing on large play equipment and balancing on tree roots. A few children kick a ball with some control and are beginning to throw and catch a football successfully when playing with friends. They use their fine motor skills effectively. A few children are beginning to close and fasten poppers on baby clothes when dressing dolls in the home corner and squeeze, pinch and roll playdough to make ice creams.

Nearly all children play happily and purposefully for extended periods of time. They select materials and resources to enhance their play. Many children persevere to complete tasks, such as working together to make a road for vehicles to travel along when playing in the outdoor construction area.

Most children engage well with activities that develop their creative skills. They draw confidently, making recognisable drawings, and explain their work. They express themselves creatively through role play activities that encourage them to choose from a range of resources, such as microphones and dressing up clothes, to enhance their performances.

A few children use Welsh to ask for a coloured plate or milk and water at snack time. However, there is very little opportunity for children to join in with Welsh songs and

rhymes or use incidental Welsh throughout the session. As a result, children's Welsh language skills are not developing well enough.

Care and development:

Nearly all practitioners follow the setting's policies and procedures. They have a sound knowledge of how to protect children and know what to do if they have any concerns. Most have completed safeguarding training. However, the setting's arrangements for safeguarding children do not meet requirements and give cause for concern. This is because leaders and staff are not confident of the procedures to follow should there be an allegation against an adult in the setting. Practitioners know what to do in an emergency as they practice regular evacuation drills with the children. However, they do not carry them out independently of the school and do not have a setting specific fire risk assessment.

Nearly all practitioners follow good hygiene practice consistently as they wash their hands regularly, follow appropriate nappy changing procedures and ensure that they clean tables before snacks and meals. Most work well to keep children safe and healthy. They supervise children appropriately, following policies and procedures in relation to accidents, incidents and administering medication. They have developed routines to ensure that children get plenty of fresh air. Snacks and meals are healthy and nutritious. However, they do not have a system in place to draw up care plans for children with specific health needs. This means that some information is not always robustly recorded or readily available, creating potential for practitioners to lack knowledge in how to manage or respond to the needs of children.

Practitioners are very caring and supportive. They interact with children in a warm, friendly manner, creating a calm and relaxed atmosphere. There is a good behaviour management policy in place, which practitioners follow consistently. They praise children for good behaviour and use positive behaviour management techniques such as distraction and explanations effectively. Practitioners are positive role models for children and create an environment that fosters and promotes children's self-esteem.

Practitioners meet the needs of most children. They are responsive to children and their play and take opportunities to ask open-ended questions that support their learning and development. Practitioners provide many learning opportunities through the environment, the continuous provision and planned activities. They have systems to track children's development. However, planning does not take account of what staff want children to learn next or consider individual next steps. Practitioners do not put in place individual plans to support children with additional learning needs. As a result, practitioners do not always ensure that children make sufficient progress in all areas of learning and development.

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

Nearly all practitioners have an appropriate understanding of child development. They have a developing knowledge of the curriculum and the value of play. Recently, practitioners have adopted a more responsive approach to planning, which is in the very early stages of development. They provide a suitable environment that engages

children and encourages them to play together. Practitioners plan opportunities for children to have extended periods of uninterrupted play, which supports them to become confident explorers of their own environment. The adults intervene when appropriate to add resources to extend and enrich the children's play. However, they do not always have a clear enough focus on how they can develop children's skills and knowledge.

Practitioners are good role models and support children to develop their language skills well through their interactions and questions. They plan a good range of worthwhile opportunities for children to use their mark making skills in their play. For example, children take orders for ice creams in the ice cream parlour. They support children to develop resilience, independence and confidence appropriately, for example through encouraging them to take calculated risks and challenge themselves physically on large play equipment. They provide suitable experiences to develop children's number skills. However, they do not provide learning experiences that are challenging enough or support children to build on their mathematical knowledge, understanding and skills over time.

Practitioners encourage children to develop a sense of awe and wonder through their visits to the forest school area and school grounds. They encourage children to take care of living things they discover while playing. For example, when insects are found, they suggest putting them in bug catchers so that other children can observe them safely.

Practitioners make good use of their local environment to give children a sense of belonging and a curiosity about their own and other people's lives. They visit local landmarks and places of interest within the town such as the local church and recycling centre.

Practitioners plan an appropriate range of activities and celebrations that support children to learn about Wales and other countries. They plan opportunities for children to learn about festivals and cultural events, such as the Queens Platinum Jubilee, St Davids Day and Chinese New Year. However, they do not use Welsh enough in their interactions with children and they do not plan well enough for the development of children's Welsh language skills. As a result, there are not enough opportunities to use familiar Welsh words and phrases in their play and interactions.

Overall, practitioners do not plan learning experiences well enough to meet the needs of all children including those with additional learning needs. Learning experiences do not build systematically on children's existing knowledge and understanding and skills to enable them to make progress in their learning and development. Assessments and observations do not inform practitioners well enough of children's interests and fascinations or their next steps in learning.

Environment:

Leaders and practitioners ensure that children are cared for in a safe and secure environment. The premises are very secure with good arrangements for ensuring children cannot leave the setting unsupervised. Practitioners demonstrate a good awareness of relevant safety matters, completing daily checks of the environment, cleaning schedules and fridge temperatures. All areas of the setting are clean and

well maintained and areas such as door handles and toilets are cleaned periodically throughout the day. Leaders undertake comprehensive risk assessments and staff sign to acknowledge they have re-read these on an annual basis.

The setting is welcoming and bright with an abundance of natural light. Both children's rooms are arranged in a way that gives children ample space to move around and play freely. Children's work is attractively displayed around the rooms with their comments. Leaders and practitioners have developed the spaces to give children easy, independent access to an extensive range of interesting and developmentally appropriate toys and resources. Children benefit from areas to rest, relax and have quiet time as well as areas to play, explore and be active. Both rooms have access to their own attached outdoor play areas, which are equally stimulating and well resourced. Practitioners ensure that they use these areas well and children can freely access them for large parts of the day. Practitioners also ensure that they make good use of the extended grounds of the school to further enhance children's experiences.

Leaders provide good quality furniture, toys and resources, some of which promote cultural awareness and include Welsh language books. They ensure that resources and equipment are clean and well maintained. Leaders and practitioners provide children with an environment that supports much of their learning and development needs.

Leadership and management:

Leaders have a clear vision that all children are happy and confident individuals who enjoy their time at the setting. They set a positive ethos where children are happy and feel valued. The Responsible Individual is highly involved in the day to day running of the setting and supports the leaders well.

Practitioners have up to date job descriptions and their roles and responsibilities are defined clearly. However, leaders need to ensure that there are sufficient practitioners who have the relevant and appropriate qualifications and experience of working with children with additional learning needs, and that they are deployed appropriately. Leaders ensure that a suitable range of relevant policies and procedures are in place. There is a clear statement of purpose that provides an accurate picture of the setting. Most practitioners feel valued, and leaders take account of whether concerns and complaints have been addressed appropriately. Leaders have an effective system for practitioners' supervision and appraisal that leads to agreed targets. Most staff work well and adhere to the setting's policies and procedures and there are suitable arrangements in place to cover staff breaks and absences.

Leaders work suitably with parents and carers to improve their child's well-being on a day-to-day basis and keep younger children's parents and carers informed about their child's care, development and progress. However, the arrangements for keeping older children's parents and carers informed of their child's well-being and learning are not as well established. As a result, parents and carers do not always know how well their child is doing or how they can best support them.

Self-evaluation processes clearly identify the areas for improvement. Leaders review the progress against the action plans appropriately and have reflective processes that help them to know what they do well and what needs improving. Leaders give due consideration to advice from external agencies such as the local authority early years advisory teacher and implement the changes they suggest. However, due to staffing issues at the setting there is not always capacity to implement these changes or complete the full range of tasks needed to ensure improvements are made.

Effective use is made of available grants. For example, leaders arrange for new furniture and resources to enhance the indoor and outdoor space to create a light and calming environment. This has had a positive impact on the children's well-being and behaviour. The setting is based within the local primary school and leaders build on this relationship by providing a worthwhile range of transition activities. This allows children to move onto the next stage of their education smoothly.

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)

© Crown Copyright 2022: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 16/08/2022