

Report following monitoring

Level of follow-up: Not in follow-up

Swm y Don Playgroup

**Ysgol Swm y Don
Penmaenrhos Old Colwyn
Old Colwyn
Conwy
LL29 9LL**

**Date of visit:
November 2022**

by

Care Inspectorate Wales (CIW)

and

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

This report is also available in Welsh.

Outcome of visit

The setting is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection and CIW is satisfied that the actions taken to address the non-compliance have resulted in the setting being compliant with regulatory requirements.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the setting from the list of settings requiring focused improvement and CIW is bringing to an end its compliance process.

Progress since the last inspection

R1 Ensure that practitioners use effective strategies to develop all children's communication and language skills

Following the joint inspection, practitioners have become more aware of their role in developing children's communication and language skills. One practitioner is currently attending a speech and language course and shares this information usefully with the other practitioners. There is improved interaction with the children and all practitioners make sure that they are at the same level as the children to communicate with them and listen carefully to their needs and ideas.

Practitioners simplify their language appropriately to help children to settle and to meet their individual needs where necessary. They adapt their language suitably and introduce new vocabulary to develop the children's communication skills. They use questioning skilfully to encourage children to make decisions in their play and to extend their learning.

There are suitable processes to ensure that practitioners identify children's communication needs at an early stage. They work effectively with the school's additional learning needs co-ordinator to plan activities that develop children's communication and language skills well.

Practitioners use more Welsh during the sessions. They now use it for routines and there is an increased use of songs and rhymes. Many children are now confident to use Welsh to answer the register and during snack time.

R2. Use observations of children's play and exploration to support their learning and development

Practitioners have begun to make regular observations of children in their play and to record their progress. They are exploring how best to use these to ensure that they take account of them in future planning so that they meet the learning and developmental needs of all the children. Although this work is at an early stage of development, it is beginning to have a positive impact on children's learning and the quality of the overall provision in the setting. Practitioners are more responsive to children's individual preferences and needs. They take account of children's interests

suitably when adapting their provision. For example, they find bandages for a child to use when she says her doll has hurt its leg.

In addition to more formal observations, practitioners respond quickly and well to children's needs as they play alongside them. They know when to intervene and when to stand back to allow children to experiment for themselves. For example, they make helpful suggestions to enable children to take a leaf print when using play dough, but then stand back and let the children experiment for themselves.

R3. Further develop the environment to promote learning through play across the curriculum

Leaders have made significant improvements to the environment and have developed it successfully to ensure that the learning and play spaces are well planned to meet all the children's needs. They have modernised and rearranged the main base room and have relocated the out of school club to another area. Children have greater opportunities to explore via a wider range of age developmentally appropriate resources and equipment. Leaders have provided useful opportunities to raise children's awareness about the world around them well. This has had a positive impact on children's behaviour and the way in which they are now able to play and learn.

R4. Strengthen processes for self-evaluation and improvement planning to ensure a clear impact on learning and development

Since the joint inspection, there have been changes to the setting leadership. The new leaders work together effectively to identify the setting's strengths and areas for improvement. They include the views of practitioners, children, and external agencies suitably in this evaluation. There is now a clear process for self-evaluation and the outcomes of this feed into the setting's improvement planning. This new process was adopted rapidly following the joint inspection and has already brought about significant improvements to the setting's practices.

All practitioners are involved in, and contribute thoughtfully to, the processes of self-evaluation and improvement planning. They know that their opinions are valued and that they will be listened to. Leaders have introduced suitable systems for practitioner appraisal and supervision and, as a result, staff are taking on greater responsibility for improvement. For example, one member of staff is now taking responsibility for the development of the Welsh language.

Older children express their views and ideas through questionnaires and all children have a stronger voice in the setting. Leaders take account of children's views well, for example, they re-sited the after-school provision and improved the environment and opportunities on offer following listening to the children. Leaders have changed the structure of the sessions for younger children to allow them sustained periods of uninterrupted play. There has been a focus on developing a calm environment for children to learn. It is clear to see the positive impact of their actions on children's behaviour and well-being.

R5. Ensure the setting has effective policies and procedures that are followed consistently

Leaders have updated, revised and reviewed the setting's health, safety and well-being documents, policies and procedures. They ensure that practitioners understand and implement them effectively and consistently.

R6. Address the areas of non-compliance identified during the inspection

Leaders have made clear improvements in safeguarding procedures, training and practitioners' awareness of their role and responsibilities. Practitioners have a better understanding of risk management and supervise children appropriately. New risk assessments are in place and followed, including recording daily checks and regular fire drills. For example, leaders ensure that hygiene arrangements are effective. All records are now kept securely and confidentially. The leaders have ensured that full and satisfactory recruitment information is now in place for all practitioners and undertake regular supervision and annual appraisals.

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