



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales



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

A report on

**Gungrog Happitots
Gungrog C in W School
Welshpool
Powys
SY21 7EJ**

Date of inspection: January 2016

by

Care and Social Services Inspectorate Wales (CSSIW)

and

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

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement, and the setting complies with relevant regulations
Adequate	Strengths outweigh areas for improvement and/or examples of non-compliance
Poor	Important areas for improvement outweigh strengths and/or significant examples of non-compliance that impact negatively on children

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Publication date: 31/03/2016

About the setting

Name of setting	Happitots Gungrog Playgroup
Category of care provided	Sessional day care
Registered Person(s)	Powys County Council (Gungrog Church in Wales School)
Responsible Individual (if applicable)	Justine Anne Baldwin
Person in charge	Catherine Margaret Trewin
Number of places	36
Age range of children	Two and three-year-olds
Number of children funded for education	12
Opening days / times	9am to 11.30am Monday to Friday
Language of the setting	English with some use of Welsh
Date of previous CSSIW inspection	December 2013
Date of previous Estyn inspection	May 2011
Dates of this inspection visit(s):	26 and 27 January 2016
<p>Additional information Almost all children speak English as their home language. A very few children speak English as an additional language or have additional learning needs. The setting is a Flying Start provider.</p>	

Report summary

Theme	Judgement
Wellbeing	Good
Learning	Good
Care and development	Good
Teaching and assessment	Good
Environment	Good
Leadership and management	Good

Non-compliance

We notified the provider that the service was not compliant with Regulation 8 (1) (3) (a), Schedule 1, para 30 (b), which must be addressed.

This is because, although the person in charge had a current Disclosure & Barring Services (DBS) certificate, this certificate had not been countersigned by the Welsh Ministers.

Recommendations

- R1 Improve children's problem solving and information and communication technology (ICT) skills
- R2 Continue to improve provision for Welsh language development
- R3 Ensure that planning makes the best possible use of assessment information to meet the needs of individual children better
- R4 Improve continuous and enhanced provision to provide a greater focus on literacy and numeracy provision
- R5 Ensure that staff files contain only details and documentation specific to their roles and responsibilities within the setting

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 make informed choices. For example, they can choose who or what to play with and what they want to eat and drink at snack time. Almost all children are confident, make sensible decisions and access resources independently to support their play. They know that practitioners will listen to them and help them if necessary.

Many two-year-old and almost all three-year-old children communicate clearly with their friends and practitioners to express their views. A very few younger children communicate effectively through signing to make their feelings known. Many older children express their enjoyment of an activity by placing a sunflower in either a yes or no box when asked, "did you enjoy the activity?" Nearly all children are involved in contributing ideas to a topic, such as feeding birds as part of their Winter Wonderland role-play area.

All children are welcomed in the foyer with a cheerful "good morning" and are asked how they are. Nearly all children are pleased to see the staff and cope well with separating from their parents. Nearly all children have positive attachments to one or more practitioners and show genuine liking and affection for them. As a result, children feel safe, happy and ready to play and learn.

Most children behave well and listen carefully to what practitioners ask of them. Nearly all children know the daily routines well; they know when to tidy-up for registration time and almost all children put resources away carefully. For example, all three-year-olds and the majority of two-year-olds carry their chairs from the messy room to the main room for circle time sensibly and independently. Most children sit quietly at the snack table and are polite and courteous when collecting and paying for their snacks at the till.

Nearly all children are motivated and engaged in their play and learning and gain a sense of achievement in what they do. For example, during a music and movement session, almost all children showed pleasure in following instructions correctly. Almost all children are developing good self-help skills and are keen to try new things, such as making marble pictures or using glitter to make pictures of cold scenes.

Learning (only applies to funded children)

Good

Nearly all children make good progress in their learning from their starting points. Most are eager to try new things and learn from their mistakes.

Most children's literacy and numeracy skills are developing well in line with their age and ability. Most listen carefully to questions about the weather and respond appropriately. During story time, they take a lively interest in the story and show pleasure in anticipating what comes next. Most make themselves understood and are gaining confidence in speaking to each other and with adults. Nearly all join in

songs, in both Welsh and English, enthusiastically. Children's early reading and writing skills develop progressively as they move through the setting. By the end of their time in the setting, many recognise their name, know one or two initial sounds and understand that mark making has a purpose.

Most children are developing an increasing awareness and interest in number. For example, they count scoops of birdseed correctly when filling their bird feeders. They use a magnet skilfully to fish in an ice-hole in the Winter Wonderland role-play and count accurately their catch. Almost all children understand that they need to pay for their snack using a coin. Many children name and recognise simple two-dimensional shapes when making their bird collages or playing a shape game in Welsh.

Children's enjoyment and confidence in using Welsh is progressing steadily. Almost all answer the register in Welsh and understand simple questions related to the weather. Most know the names of common colours and a few two-dimensional shapes. A very few more able children use an odd word or phrase spontaneously, such as "dim eira heddi."

Many children display acceptable ICT skills during adult-directed tasks and during role-play. For example, they understand that by pressing a button they can make a toy move forwards and backwards. They press the switch on the kettle to make a drink in the home corner and use mobile phones appropriately to telephone home.

Children's creative and physical skills are developing well. Almost all children join in class activities enthusiastically, such as music and movement sessions, and most use small tools and writing implements with control. Most children wait their turn patiently to buy their snack at snack time and a very few are beginning to play co-operatively with a friend. These children persevere for a reasonable amount of time, for example when trying to replace a lid on a birdfeeder or carrying bricks in a wheelbarrow to support a birdbath. Children's problem solving skills are, however, at an early stage of development.

Care and development	Good
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Effective arrangements exist to support children's health and wellbeing. For example, practitioners support children's independence well at snack time through activities such as encouraging children to pour their own drink and butter their toast, and through handwashing and teeth cleaning. Regular music and movement sessions and outdoor play encourage children to be physically active.

Practitioners are good role models. They manage children's behaviour consistently and calmly using positive behaviour strategies. They frequently praise and remind children what is acceptable and how to behave appropriately. Practitioners make valuable use of daily routines to encourage children to take turns, be helpful, use good manners and listen to instructions carefully.

All practitioners know the children well and treat them fairly. They provide a caring and nurturing environment and are responsive to children's needs. Practitioners generally have a good understanding of how young children learn and develop. They use this knowledge well to plan a wide range of activities that capture children's

interest and are generally suitable for their needs. Practitioners usually know when to intervene appropriately and when to let children try something for themselves. As a result, children trust the practitioners and have confidence that, if they need help, it is readily available. Visits from fire fighters, the police and the local vicar provide worthwhile opportunities for children to think about people who help them and care for them. There are suitable opportunities for children to learn about other cultures through celebrations and resources.

The setting has appropriate procedures in place to support children with additional needs. Practitioners work closely with parents and carers and support agencies, such as speech therapy, to identify any specific needs and to put appropriate plans in place to address these.

Practitioners understand and implement the setting's policies and procedures well and this contributes positively to the safety of children and adults. The setting's arrangements for safeguarding meet regulations and give no cause for concern.

Teaching and assessment (only applies to funded children)	Good
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Practitioners provide an imaginative range of experiences that motivate children to learn. For example, children develop a simple understanding of materials by testing whether decorations float or sink in their Winter Wonderland role-play area. Planning is detailed and comprehensive and generally provides a good range of exciting and interesting activities across all areas of learning overtime. However, planning does not always take enough note of the progress of individual children in informing their next steps in learning. Practitioners plan together well and there is an appropriate balance between adult-directed activities and child-led activities.

There are many valuable opportunities for developing children's early literacy and numeracy skills, particularly in adult-led and directed sessions. The book corner is well resourced and attractive and children have worthwhile opportunities to read independently or to sit with an adult to listen to a story. Daily circle and story time encourage children's speaking and listening skills well. Practitioners plan useful activities to support the development of children's mathematical concepts, such as colour and shape. They regularly use adult-led sessions to provide opportunities for children to sort, match and count objects. However, the setting does not always make enough use of children's independent play to consolidate and enhance children's literacy and numeracy skills.

Provision for the development of children's creativity is good. For example, children have regular access to painting materials and as a result produce good quality pictures of visitors to the setting. Practitioners make beneficial use of the outdoor area and the school hall to encourage children to be physically active. The setting promotes children's ICT skills appropriately during adult-directed tasks but is less successfully in encouraging children to use ICT across all areas of learning.

The setting's provision for the Welsh language is developing appropriately. Welsh is visible on displays throughout the setting and circle time sessions provide useful opportunities to use the Welsh language with the children. Additional support from the school's Welsh co-ordinator and the introduction of a phrase of the week are

beginning to improve practitioners' ability in using Welsh. However, practitioners generally lack confidence in using Welsh outside a more formal session and this hinders the progress that children make. Practitioners celebrate Welsh culture suitably during events, such as St David's Day.

Learning experiences promote and foster children's spiritual, moral social and cultural experiences positively. Celebrating festivals, such as Diwali, help children to understand better the world in which they live. Practitioners encourage important values such as fairness, respect and a sense of right and wrong successfully. For example, children are encouraged to care for resources, share toys, take turns and take responsibility for serving snacks. Daily routines, such as snack time, provide worthwhile opportunities for children to develop important social skills such as co-operation and independence. Children have appropriate opportunities to learn about sustainability through recycling materials, such as paper and plastic.

Practitioners work together well to create a caring and supporting ethos where children are valued and are ready to learn. Teamwork is a strong feature of the setting and ensures a consistency of approach in managing such things as children's behaviour. For example, all practitioners reinforce children's good behaviour, regularly praising children who use 'gentle hands'. Activities are generally well planned and thought-out and sessions proceed at a lively pace. However, on a few occasions, the pace is leisurely and children become a little restless. Assessment procedures are thorough and informative and provide a clear picture of each child's progress. The setting keeps parents well informed about their child's progress through detailed written reports and informal discussions.

Environment	Good
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Leaders ensure that the premises are safe and secure both inside and out. For example, practitioners secure the doors after the children have arrived and undertake daily safety checks before activities begin. Leaders and practitioners are aware of their roles and responsibilities and supervise the children very well. Play and learning resources are in a good condition. They are clean and age appropriate. Practitioners routinely clean resources and are conscious of the need to minimise infection by making sure resources and play and learning areas are orderly and dirt-free.

The premises are well organised and maintained. The indoor environment is a stimulating place for children to learn. Role-play areas, particularly the Winter Wonderland, are attractive and encourage children to develop their speaking and listening skills well. Photographs and children's work create a welcoming and inclusive environment, which promotes their development and creates a sense of belonging. There is ample space for children to play and low level storage allows the children to access resources and supports children's independence well. Suitable bedding is available for children if they are tired or unwell.

The outdoor area is clean and litter-free and provides a good range of opportunities to develop children's skills. For example, the mud kitchen promotes children's physical skills well and the large tree in the grounds encourages children's understanding of the seasons.

Leadership and management	Good
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The responsible individual and the setting leader have a clear vision for the setting where children are valued and have the best possible start in life. They share this vision effectively with practitioners and parents. All practitioners understand their roles and responsibilities and work together effectively with a clear sense of purpose to fulfil the aims of the setting. The setting regularly exceeds the national minimum standards and complies with almost all regulations, with the exception of a minor non-compliance issue noted at the start of the report. No other non-compliance issues were identified. The responsible individual has recently reviewed and updated all policies and procedures to ensure the safety of both children and staff.

The responsible individual is relatively new to the setting, but is already demonstrating strong leadership. For example, she has updated the statement of purpose to make it an informative and attractive document and undertaken a detailed quality of care review that prioritises actions and evaluates appropriately the impact of change. She has also organised weekly nurture sessions and supported the leader in developing better transition arrangements from the setting into school. The responsible individual and the setting's link governor keep the governing body well informed about the setting's progress through termly verbal and written reports.

The responsible individual and the setting leader have high expectations of staff and challenge them appropriately to ensure good quality learning experiences for children both indoors and outdoors. Staff appraisal systems are now in place and all practitioners know how their targets contribute to the overall success of the setting. The setting leader provides valuable leadership to the setting on a day-to-day basis. She knows her staff well and is beginning to use this knowledge effectively to improve overall provision. For example, she has identified a member of staff to lead on Welsh and ICT. Effective processes are in place for the recruitment and deployment of staff and all practitioners are suitably qualified.

Self-evaluation is well established and all practitioners are involved in evaluating the work of the setting. Leaders take good account of the views of children, parents, practitioners, the advisory teacher and the school governor linked to the setting, in setting priorities. The setting is developing a good track-record in bringing about changes that benefit the children. For example, in 2014-2015, the setting identified the need to improve transition into school. As a result, children are well prepared for their next stage in education. The setting's improvement plan is a useful document and links clearly to self-evaluation priorities. It contains relevant success criteria, which generally focus appropriately on outcomes for children.

The setting has a good range of partnerships, which support children's learning and wellbeing effectively. Partnerships with parents and carers are particularly strong and support children's learning at home well. For example, children borrow books each week to read with their parents at home. Practitioners keep parents and carers well informed through regular newsletters and foyer noticeboards. Parents value the level of care and concern that practitioners show to their children. There is a close working partnership with the school. For example, the link governor is the nursery and reception class teacher with responsibility for wellbeing within the school. She provides timely advice on issues related to wellbeing and is supporting the setting in

its aim to achieve an award for promoting children's healthy life styles. The setting has worthwhile partnership arrangements with the local authority advisory teacher and support services, which benefit the children. For example, speech and language therapy takes place in the setting and the health visitors makes regular visits. The School's Family Liaison Officer works closely with practitioners in the setting to co-ordinate support for individual children and families when needed.

The setting has sound processes for keeping spending under review. It has planned carefully for the use of its Early Years Pupil Deprivation Grant to support its most vulnerable children.

The setting pays good attention to local and national priorities and there is a suitable focus on developing children's early literacy and numeracy skills.

Appendix 1

Responses to parent questionnaires

denotes the benchmark – N/A.

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
Overall I am satisfied with the setting.	24	21 88%	3 12%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		-	-	-	-	-	
My child likes this setting.	24	19 79%	5 21%	0 0%	0 0%	0	Mae fy mhentyn yn hoffi'r lleoliad hwn.
		-	-	-	-	-	
I received information about the setting that enabled me to make an informed choice about whether to use the setting.	24	16 67%	8 33%	0 0%	0 0%	0	Derbyniais wybodaeth am y lleoliad a wnaeth fy ngalluogi i wneud dewis gwybodus ynghylch p'un ai i ddefnyddio'r lleoliad.
		-	-	-	-	-	
My child was helped to settle in well when he or she started at the setting.	24	20 83%	4 17%	0 0%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		-	-	-	-	-	
My child has a keyworker who ensures that his or her needs are met.	23	14 61%	9 39%	0 0%	0 0%	1	Mae gweithiwr allweddol gan fy mhentyn, sy'n sicrhau bod ei anghenion / ei hanghenion yn cael eu bodloni.
		-	-	-	-	-	
My child is making good progress at the setting.	24	20 83%	4 17%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn y lleoliad.
		-	-	-	-	-	
Children behave well in the setting.	24	16 67%	8 33%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		-	-	-	-	-	
Care is good.	24	19 79%	5 21%	0 0%	0 0%	0	Mae'r gofal yn dda.
		-	-	-	-	-	
Teaching is good.	24	18 75%	6 25%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		-	-	-	-	-	
Staff treat all children fairly and with respect.	24	18 75%	6 25%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		-	-	-	-	-	
My child is encouraged to be healthy and to take regular exercise.	24	14 58%	10 42%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		-	-	-	-	-	

	Number of responses Nifer o ymatebion	Cytuno'n gryf Strongly Agree	Cytuno Agree	Anghytuno Disagree	Anghytuno'n gryf Strongly disagree	Ddim yn gwybod Don't know	
My child is safe at the setting.	23	16 70%	7 30%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
My child receives appropriate additional support in relation to any particular individual needs.	23	17 74%	6 26%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
I am kept well informed about my child's progress.	23	18 78%	5 22%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
I feel comfortable about approaching the setting with questions, suggestions or a problem.	23	18 78%	5 22%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
I understand the setting's procedure for dealing with complaints.	23	15 65%	8 35%	0 0%	0 0%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
My child is well prepared for moving on to school.	21	13 62%	8 38%	0 0%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
There is a good range of activities including trips or visits.	21	13 62%	8 38%	0 0%	0 0%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
The setting is well run.	22	19 86%	3 14%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.

Appendix 2

Copies of the report

Copies of this report are available from the setting and from Estyn and CSSIW's websites (www.estyn.gov.wales) (www.cssiw.org.uk)

Appendix 3

Glossary

Additional learning needs (ALN)	This term covers a very wide range of needs. We use the term additional learning needs in relation to children who have needs besides those of most of other children in the setting, for a number of different reasons.
Areas of Learning	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none">• personal and social development, wellbeing and cultural diversity• language, literacy and communications skills• mathematical development• Welsh language development• knowledge and understanding of the world• physical development• creative development
Care Council for Wales	This is the Sector Skills Council for Social Care, Early Years and Child Care in Wales.
Foundation Phase	The statutory curriculum for all three to seven-year-olds in Wales, in both maintained schools and non-maintained settings
Flying Start	Services that deliver free, part-time childcare for eligible two-year-olds to help give them the best start in life and prepare them for school. They also provide increased levels of support from health visitors and parenting programmes to give young children the best possible start in life. These programmes have been running since January 2007.
Funded non-maintained settings	Settings funded by the Welsh Government to provide part-time education for three and four-year-olds. They include playgroups, private day care providers and independent schools.
Key person or key worker system	This is a practitioner who is assigned to each child so they always have a trusted, familiar person available to them so that they feel safe and comfortable. They build positive relationships and regularly talk to parents.

Leaders	<p>This can include the Registered Person, Responsible Individual or Person in Charge</p> <ul style="list-style-type: none"> • Registered person – the person who is registered by CSSIW to provide the service; this may be an individual or an organisation • Responsible individual – where the registered person is an organisation, this is a person who is nominated by that organisation to act on their behalf • Person in charge – the individual appointed by the registered person to be in full day-to-day charge of the service
Practitioners	All persons working directly with children in a setting
Safeguarding	Statutory duty to keep children safe and promote their wellbeing