



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Overton Pre-School Playgroup
The Playcentre
School Lane
Overton
Wrexham
LL13 0SE
United Kingdom**

Date of inspection: July 2014

by

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for

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

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
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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Context

Overton Pre-school Playgroup is based in the village of Overton near Wrexham. This English-medium playgroup is committee run and managed. Four practitioners carry out the day-to-day running of the setting.

The setting is open all year round from 8am to 6pm and is registered with the Care and Social Services Inspectorate Wales to provide care for up to 24 children.

All the children who attend the setting use English as their first language and live in the village or the surrounding area.

The setting receives support from the Wrexham Early Education Team. There were 12 funded three-year-old children on the first inspection morning and 6 present on the second.

The last CSSIW inspection was in April 2013 and this is the second inspection by Estyn.

Summary

The Setting's current performance	Good
The Setting's prospects for improvement	Good

Current performance

The current performance of the setting is good because:

- all children make good progress from their starting points;
- teaching is good;
- the learning environment is excellent;
- all children are developing positive attitudes to learning;
- there is an excellent range of interesting learning experiences indoors and out; and
- care, support and guidance for all the children are good.

Prospects for improvement

Prospects for improvement are good because:

- leadership and management of the setting are good;
- the setting works effectively with partners for the benefit of the children;
- practitioners reflect on their practice and make positive changes;
- high quality resources effectively support the provision; and
- the setting has made good progress since the last inspection.

Recommendations

R.1 Maximise observations by using planned opportunities and record these consistently when they happen.

R.2 For children to take more responsibility for their learning by choosing whether to play indoors or out.

What happens next?

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

Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

All children make good progress from their starting points in all areas of learning. All are working to full capacity and are constantly engaged in tasks and thinking about what they are doing. All have developed good thinking skills and this has had a positive impact on learning and the standards they achieve. They all make choices in their learning such as where to put the mini beasts they have found. All achieve well in activities and make a good effort and concentrate and persevere with activities such as when panning for gold.

All children develop effective skills in communication, numeracy and information communication technology needed to access the wider curriculum.

All children successfully develop literacy skills and show a good interest in books and writing. Many are starting to understand the function of writing. All can use a computer and other technology with ease.

Nearly all children use mathematical ideas and successfully select appropriate equipment. They solve problems effectively and can count, recognise patterns and sequence.

Most make good progress in gaining skills in Welsh language and they understand more than they can speak. All answer the register and count in Welsh. All understand and enjoy simple stories with a Welsh bear and join in with songs. They can follow basic instructions and use a good range of simple words and phrases such as describing the weather.

Wellbeing: Good

All children are developing positive attitudes to learning. All children settle quickly to the activities and they know the setting's routines well. They are courteous and demonstrate good behaviour and most are considerate. They all relate well to each other and to adults in the setting.

Nearly all share and take turns and are starting to help their friends effectively, for example when tidying away equipment. They show great interest in their work and concentrate well and persevere with activities.

All are confident, independent thinkers who have lots of fun whilst learning. They are keen to find out about the world around them and discover new experiences. Nearly all show good levels of self-esteem and are motivated and engaged in their learning. They are busy, enthusiastic and highly involved in activities.

Key Question 2: How good is provision?	Good
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Learning experiences: Excellent

All practitioners are involved in planning a range of highly innovative learning experiences such as classical music and dance, that successfully provide a challenge for the children and as a result they make good progress towards meeting the Foundation Phase outcomes and develop skills effectively. All learning experiences have clear intentions and outcomes for learning, many displayed and as a result all practitioners are aware of the skills that may be developed. Learning experiences effectively encourage children to form relationships with each other and with adults around them and show respect for all cultural backgrounds.

The curriculum builds well on children's existing knowledge and understanding and provides innovative opportunities to develop good thinking skills across all areas of learning, such as finding out how much sunshine is needed to activate their solar water pump. They have opportunities to experiment and problem solve through high quality activities and experiences such as learning about miners and panning for gold or searching their wild area for speckled frogs that have come from the school pond.

Skills in literacy and numeracy are embedded successfully into the experiences of the children, and a good range of information communication technology including the daily use of a computer successfully ensures that the children develop effective skills.

Practitioners provide good opportunities to develop literacy skills including looking at books including those written in Welsh and listening to stories. Great emphasis is placed on developing early mark making skills through a range of different writing implements and a variety of textures in the areas of learning.

Skills in numeracy are developed by a range of activities such as counting, re creating and matching patterns on butterflies and measuring using different lengths of sticks.

All practitioners use a good level and frequency of Welsh and effectively encourage the children both during circle time and throughout the session. The children are confident and as a result keen to respond spontaneously and they celebrate traditions and festivals such as St David's Day.

Children have exceptional opportunities to learn effectively about caring for living things for example by taking care of their two guinea pigs. A few visits around the village successfully increases the children's understanding of the world around them and visitors to the setting such as the dental nurse extend their knowledge of the world of work and help them to take care of their teeth.

Teaching: Good

All practitioners use language well and are consistently good role models for the children. Practitioners are fully engaged with the children's learning and all employ

effective positive strategies to encourage the children to share equipment successfully.

All practitioners intervene well and questioning techniques are effective in providing a challenge and extending the learning of the children. There are high expectations of the children and all practitioners are skilled in knowing when to intervene and when to let the children discover for themselves. All practitioners make good use of spontaneous opportunities to develop the children's thinking skills and provide imaginative suggestions to extend their knowledge. Teaching strategies overall promote independent learning however children do not have the opportunity to decide for themselves when they want to go and learn outdoors.

All practitioners use a good level of Welsh with the children and successfully encourage the children to respond. Circle times are used particularly effectively to develop language skills.

Although practitioners carry out useful observations of the children that inform assessment records and parents are appropriately involved in supporting the learning of their children, observation opportunities and skills identified in planning are not always used effectively or recorded consistently.

Care, support and guidance: Good

The setting has a range of policies and procedures to support the children and successfully promotes their health and wellbeing including their spiritual, moral, social and cultural development. The playgroup has an effective transition policy which encourages the development of good communication and helps children to settle well in school.

There are appropriate policies and procedures in respect of safeguarding and the practitioners have undertaken training. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

The playgroup fosters values such as honesty, fairness and respect and effectively develops an understanding of living and sharing with others. They follow simple rules of behaviour and they successfully learn to distinguish right from wrong. They have good opportunities to take responsibility such as being Helpwr Heddiw when they support their friends. Children help each other by passing resources and effectively work together when tidying up.

The children are starting to develop a sense of awe and wonder about the world in which they live by growing plants in their garden, caring for their two guinea pigs and using a range of technology. Children are starting to be involved in caring for their environment, for example by using a solar powered pump for rain water for their garden and also to use in their gold mine and by recycling waste food to make compost. The children also won first prize for their recycled musical scarecrow in their local authority competition.

Practitioners know the children well and as a result they are able to effectively provide consistency. Successful strategies are in place to assist children with

learning needs and to work with parents and other professionals. As a result all children achieve well and their families are well supported.

Learning environment: Excellent

The playgroup has effectively developed a well established ethos that is inclusive and values the diversity of the children’s backgrounds. The setting actively develops tolerant attitudes through a range of different learning experiences and good day-to-day practice. All have good access to areas of the provision. There is an effective range of policies and procedures that actively support the children, and promote their health and well being including equal opportunities and complaints.

There are sufficient, valued practitioners who have knowledge and expertise with relevant, appropriate qualifications and experience of working with young children. Without exception practitioners create a stimulating environment for learning indoors and out and are well informed about what they need to do to help the children to succeed. Work is highly effectively displayed and includes the outcome and comments from the children such as ‘joy’ and ‘imagination’ to denote the skills and feelings they have experienced.

Although the outdoor area is small it is packed with highly innovative opportunities for safe yet exciting outdoor play. The area includes a garden with vegetables, grassed wild part with frogs, a buddleia tunnel and a secret house that successfully provide highly enriching experiences for the children’s play and learning. These resources are used highly effectively and creatively by practitioners and successfully support the needs of the children in all areas of learning.

The accommodation is of high quality, used very effectively, secure and well maintained to support the learning of the children.

The children have access to a field and forest school that provide a good range of high quality learning experiences and the local environment is used well to enhance the facilities at the setting and enrich the experiences of the children.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

There is effective leadership with a key worker system and as a result the children have continuity of care and settle quickly and learn successfully in the playgroup. There are high expectations and challenging targets, the focus in on the children making progress and practitioners are valued and managed well.

Practitioners take responsibility for areas and there is a sense of purpose. The core practitioners have worked successfully in the setting for many years and as a result there is continuity and consistency of practice. All practitioners are well deployed and their roles and responsibilities are clearly defined and as a result the setting is well managed. There is a positive ethos, and values, aims and objectives are shared

and all are focused effectively on the needs of the children and are working for their benefit.

Children are valued and well established links with parents effectively support the learning of the children and ensure they are fully aware of the progress and achievements of their children.

The leaders fully understand their roles and are effectively informed about the performance of the setting by visits and regular reports and meetings. Relevant legislation and guidance are taken into account and information is used well to make informed decisions.

Leaders are involved in national and local priorities and are working towards initiatives such as healthy eating that impact very positively on the health and wellbeing of the children.

Improving quality: Good

The setting has made good progress since their previous Estyn inspection. Practitioners know the setting exceptionally well and as a result strengths and areas for development are successfully recognised and action is taken to swiftly implement good practice and make changes that result in gains and very positive improvements for the children. There is an effective culture of self-reflection and practitioners are open to new ideas and try different ways of working. There is effective leadership, and as a result the children have continuity of care and settle quickly and learn successfully in the setting.

Practitioners are involved in peer observations and are engaged in professional development that effectively raises standards and supports the wellbeing of the children. Practitioners have visited other settings and as a result have improved and developed the provision by including new ideas. They share their knowledge to benefit each other and ensure a positive impact on the setting.

Practitioners, the registered persons and local authority teacher are able to evidence how the provision and standards have been improved for the children. All practitioners are involved in the evaluation of provision resulting in improvements for the children, for example the changes to the outdoor area enabled more independence, language and other skill development opportunities to be maximised.

Partnership working: Good

A successful range of partnership working effectively enhances and supports the learning and achievements of the children, for example the development of the Welsh language through the Mudiad Meithrin. Practitioners undertake training and meet with colleagues from other groups and share practice to appropriately develop this provision. Partnerships within the local community such as the visits by the vet and the dental nurse successfully add another dimension to the children's learning.

Parents have information about the setting and the Foundation Phase that is displayed in the entrance. There is clear communication between parents and the

playgroup and they are involved in decisions about their children and their learning. Parents are actively informed of their child's progress by speaking to the practitioners and an assessment booklet.

There is a highly successful relationship with the school that ensures an effective transition to support the children and enable them to settle quickly when they move on. Resources are shared, for example the field and forest school to enable the setting to provide an outstanding range of learning experiences for the children.

There is an effective partnership with the local authority advisory teacher who visits the setting, providing guidance, which impacts positively on the achievements of the children and enhances the work of the setting.

The setting works effectively with partners for the benefit of the children, for example with other professionals to ensure a good level of support for any children with additional learning needs. Practitioners successfully work together as a team and effectively share information for the benefit of all the children.

Resource management: Good

All practitioners are deployed successfully to support progress and effectively manage a good range of high quality resources to motivate and encourage the children to learn. These are well matched to the stages of development of the children and meet any additional learning needs. There are good opportunities to effectively develop different skills as a result of a range of high quality learning experiences both indoors and in the outdoor environment.

Future resource needs are well planned for and evaluated to ensure a direct and positive impact on outcomes and on the achievement, progress and wellbeing of the children. Leaders and managers have a good understanding of budget matters and ensure that purchases are in line with planned action for improvement and prioritised in order to develop the provision and improve outcomes for the children.

The funding that is received is used effectively and the setting provides good value for money

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	10	9 90%	1 10%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	19%	0%	0%		
My child likes this setting.	10	10 100%	0 0%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	14%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	10	9 90%	1 10%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	10	8 80%	2 20%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	0%	0%		
Children behave well in the setting.	10	6 60%	4 40%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	26%	1%	0%		
Teaching is good.	10	7 70%	3 30%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		79%	18%	0%	0%		
Staff treat all children fairly and with respect.	10	7 70%	3 30%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		82%	15%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	10	7 70%	3 30%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		73%	22%	0%	0%		
My child is safe at the setting.	10	8 80%	2 20%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	14%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	9	7 78%	2 22%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		65%	24%	1%	0%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	10	6 60%	2 20%	2 20%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	5%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	10	9 90%	1 10%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	10	6 60%	3 30%	0 0%	0 0%	1	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		62%	29%	3%	1%		
My child is well prepared for moving on to school.	10	7 70%	3 30%	0 0%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		71%	23%	1%	0%		
There is a good range of activities including trips or visits.	10	5 50%	4 40%	1 10%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		62%	30%	4%	0%		
The setting is well run.	10	7 70%	3 30%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

The reporting inspector

Mrs Anne Elizabeth Manning	Reporting Inspector
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Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.uk)

Glossary of terms

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
CSSIW	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnerships conditions of registration.</p>
Foundation Phase	<p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.</p>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
Mudiad Meithrin	<p>A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.</p>

Professional Association for Childcare and Early Years (PACEY)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (NDNA)	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
Wales Pre-school Providers Association (WPPA)	An independent voluntary organisation providing community based pre-school childcare and education.