



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

**Ysgol Deiniol Playgroup Plus
The Ridgeway
Marchwiel
Wrexham
LL13 0SB**

Date of inspection: January 2014

by

**Anne Manning
Reporting Inspector**

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW..or by email to publications@estyn.gov.uk

This and other Estyn publications are available on our website: www.estyn.gov.uk

© Queen's Printer and Controller of HMSO 2014: 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 copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Publication date: 20/02/2014

Context

Ysgol Deiniol Playgroup is located on the outskirts of Wrexham. This English-medium playgroup is managed by a committee and the general day-to-day running is carried out by a team of practitioners.

There were four funded 3-year-old children on the first inspection afternoon and four present on the second afternoon. All children attending the setting are from the local area and come from a range of social backgrounds. All children are from a white British background and no children have additional help and support for their learning.

Ysgol Deiniol Playgroup receives support from Wrexham Early Education and is a member of Wales Pre-School Providers Association.

The setting is open during term time and is registered with the Care and Social Services Inspectorate Wales to provide care for up to 24 children aged from three years to four years of age. The children attend a varying number of sessions.

The last CSSIW inspection was in January 2014 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:

- teaching is good;
- care support and guidance for the children and their families is good;
- practitioners are skilled at self-reflection and as a result change and adapt activities; and
- practitioners use very effective strategies to support the children's individual needs.

Prospects for improvement

Prospects for improvement are good because:

- leadership and management of the setting are good;
- self-evaluation identifies areas for development;
- partnership working with parents is good and with the school excellent; and
- the setting has made good progress since the last inspection.

Recommendations

R.1 For learning experiences to provide more opportunities for children to regularly develop their thinking skills.

R.2 To provide further opportunities for children to do more for themselves to become independent learners.

R.3 To maximise the opportunities for the children to learn about re-cycling.

What happens next?

The setting will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?	N/A
---	------------

There is no report on children's progress, standards in their skill development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

Key Question 2: How good is provision?	Good
---	-------------

Learning experiences: Adequate

The curriculum builds appropriately on children's existing knowledge and understanding and a good breadth of activities and experiences effectively encourages children to form relationships with each other and with adults around them. Children learn successfully to show respect for all cultural backgrounds and traditions and festivals are celebrated, for example Chinese New Year.

Although practitioners plan a range of activities, and all children make satisfactory progress towards meeting the Foundation Phase outcomes, planning does not always successfully engage all children because a few activities provide too great a challenge. Experiences indoor and outdoor present insufficient opportunities for children to regularly extend their thinking skills, explore and experiment and become confident and independent learners.

A good range of information communication technology including the daily use of a computer and interactive white board successfully ensures that the children develop effective skills.

Practitioners provide good opportunities to develop literacy skills including looking at books in Welsh and English and listening to stories. They use a good level and frequency of Welsh particularly during circle time and effectively encourage the children. The children are confident and keen to respond spontaneously in Welsh and they celebrate festivals such as St David's Day.

Learning experiences actively enable children to develop physical and creative skills and they learn effectively about number through counting, rhymes, songs and games. Children have opportunities to learn about caring for living things by taking care of their garden and the world around them by short walks and visits in the local environment, for example to the church and to the park.

Teaching: Good

Practitioners understand the requirements of the Foundation Phase and have up-to-date knowledge of child development and high expectations of the children. They use a range of strategies to successfully encourage the children to play together and share equipment and resources. They manage the behaviour of the children well and are consistently good role models. There are two practitioners and both are deployed very effectively. All use language well and circle time is used successfully to develop the Welsh language, share stories, discuss what they are going to do and re-cap on previous sessions.

Questioning techniques are appropriate but practitioners miss opportunities to extend learning and only on a few occasions challenge the children's thinking. There are consistent expectations however and all practitioners successfully facilitate the education of the children.

Most of the time practitioners intervene appropriately in children's play to support their achievements, however they do not always make best use of opportunities for the children to be independent, particularly at snack time.

Activities are planned and the indoor and outdoor environments are used successfully to help children to learn particularly when, on a few occasions, children manage and organise their play. Practitioners are highly sensitive to the needs of the children and evaluate and change activities to reflect their interest levels and involvement. Practitioners carry out useful observations of the children, parents are involved in the achievements of their children and they are actively aware of their progress.

Care, support and guidance: Good

The playgroup has a range of policies and procedures to support the children and successfully promote their health and wellbeing including their moral, social and cultural development. The playgroup has highly effective transition arrangements including excellent communication with school that help the children to settle well.

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. Children learn appropriately about simple rules such as sharing and taking turns through the day to day activities and life in the playgroup. They successfully learn to distinguish right from wrong and have good opportunities to take responsibility such as being *Helpwr Heddiw* when they support their friends. They help each other by passing resources when they are out of reach 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 and using technology.

Practitioners know the children well and they effectively provide consistency. Successful strategies and systems are in place to assist children with learning needs and they work with parents and other professionals. As a result children achieve well and their families are well supported.

Learning environment: Good

There is a well established ethos and the group has developed successfully an inclusive setting that values the diversity of the children's backgrounds. Equal access to the curriculum is offered and 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 valued practitioners with relevant and appropriate qualifications and experience of working with young children. All practitioners create a stimulating environment for learning and are well informed about what they need to do.

There are good opportunities for safe outdoor play, which successfully provide experiences for the children's learning. Resources are appropriate and sufficient indoors and out to address the requirements of the Foundation Phase and successfully support the needs of the children in all areas of learning. Children are kept safe, the accommodation is high quality, used effectively and very secure and well maintained to support the education of the children.

The children have access to the school resources that provide a good range of learning experiences. The local environment is used successfully to enhance the facilities at the setting and enrich the experiences of the children.

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

Leadership: Good

There is a sense of purpose and a positive ethos. There is clear direction that promotes and sustains improvement. Practitioners are well deployed and their roles and responsibilities are clearly and successfully defined.

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

The leaders completely understand their roles and are effectively informed about the performance of the setting. Relevant legislation and guidance are actively taken into account and information is used well to make informed decisions.

Leaders are aware of initiatives such as healthy eating and practitioners undertake training to effectively develop their knowledge and skills.

The implementation of policies and initiatives is effective and there are high expectations to improve. All relationships are positive and values, aims and objectives are shared and all are focused effectively on the needs of the children and are working for their benefit and to ensure that the Foundation Phase is successfully delivered.

Improving quality: Good

Self-evaluation identifies strengths and areas for improvement successfully and the setting considers any changes to be made. All practitioners are involved in the evaluation of the provision resulting in positive gains for the children.

The setting has made good progress since their previous Estyn inspection. Practitioners are able to evidence the improvements made including the change of session time to ensure an easier transition for the children.

There is a positive culture of self-evaluation and practitioners are constantly evaluating their practice and changing the way in which they work for the benefit of the children, however changes in practice are not always recorded. The playgroup is an integral part of the school, particularly as both practitioners work in the nursery. They share resources effectively and provide continuity of care for the children.

Both practitioners engage in professional development and attend courses that effectively raise standards and support the well being of the children. Practitioners share their knowledge and expertise successfully to benefit each other and ensure a positive impact on the provision.

Partnership working: Good

A successful range of partnership working effectively enhances and supports the learning and achievements of the children, for example an excellent relationship with the school facilitates very good transition arrangements that benefit the children and enable them to settle quickly when they leave the playgroup.

Parents have information about the playgroup and the Foundation Phase and a parental involvement policy ensures that there is clear communication between parents and the playgroup and they are involved in decision making about their children and their learning. The playgroup works in partnership successfully and as a result parents are actively informed of their child's progress by speaking to the practitioners and an assessment booklet.

There is good working relationship with the local authority teacher who provides support and suggests learning experiences. The practitioners are able to evidence the positive impact that many of these ideas have had on the provision and achievements of the children.

Successful partnership working with other professionals ensures active support for any children with additional learning needs. Practitioners undertake training and meet with colleagues and share practice to appropriately develop this setting.

Resource management: Good

There are sufficient experienced practitioners to meet the needs of the children and they work together well to ensure appropriate support to create a safe environment both indoors and out. Both practitioners are well prepared before the start of the session and as a result move around the areas of learning successfully to support the children in their play.

A good range of high quality resources is not always used effectively to motivate the children to learn or used creatively. The outdoors is used appropriately, for example to develop the physical skills of the children or growing plants but the children have insufficient opportunities for discovery and experimentation.

Leaders effectively deploy the setting's own resources and there is a good understanding of budget matters and spending is prioritised to develop the provision and improve outcomes for the children. Future resource needs are identified, are planned for and take successfully into account the developing needs of the children.

The funding that is received is used well and the playgroup provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received were fewer than 10. No data will be shown.

Appendix 2

The reporting inspector

Mrs Anne Elizabeth Manning

Reporting Inspector

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	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
Early Years Development and Childcare Partnership (EYDCP)	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 partnership's conditions of registration.
Foundation Phase	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.
Foundation Phase child development assessment profile (CDAP)	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
Local authority advisory teacher	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
Mudiad Meithrin	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.

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 (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.