



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

**Rhayader Under 5s
Dolgerddon Hall
Dark Lane
Rhayader
Powys
LD6 5DA**

Date of inspection: November 2015

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 Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.uk

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Publication date: 29/01/2016

About the setting

Name of setting	Rhayader Under 5s
Category of care provided	Sessional playgroup
Registered Person(s)	N/A
Responsible Individual (if applicable)	Kelly Walters
Person in charge	Emma Richards
Number of places	20
Age range of children	2 to 4 years
Number of children funded for education	11
Opening days / times	9am to 12pm Monday to Thursday
Language of the setting	English with some use of Welsh
Date of previous CSSIW inspection	January 2015
Date of previous Estyn inspection	September 2013
Dates of this inspection visit(s):	24 and 25 November 2015
<p>Additional Information</p> <p>Nearly all children speak English as their home language. There were no children with additional learning needs attending the setting at the time of the inspection.</p> <p>The playgroup is run by three permanent and four temporary members of staff. The person in charge took up her post in September 2011.</p>	

Report Summary

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

Non-compliance

We notified the provider that the service was not compliant with the following regulations, which must be addressed:

- 28 (2)(b)(ii) – Suitability of Workers. This is because staff files do not hold full and satisfactory information or documentation as required under this regulation.
- 29 (3)(a) – Employment of Staff. This is because appropriate supervision and appraisal are not undertaken.
- 31 Schedule 4 2(1)(b) – Events to be notified to the Welsh Ministers. This is because CSSIW had not been notified of changes to the setting.

Recommendations

R1 Improve children's Welsh language skills

R2 Use assessments effectively to plan appropriate next steps, ensuring that all children achieve as well as they can

R3 Ensure that all policies and procedures meet requirements and are fully implemented

What happens next?

The setting will draw up an action plan showing how it is going to address the non-compliance and recommendations identified. Estyn and CSSIW will monitor progress.

Main findings

Wellbeing

Good

Nearly all children communicate effectively throughout the session. They make confident choices and decisions about their play and activities. They know that practitioners understand their wishes and will respond appropriately. For example, one child wanted to wash his hands after playing in the sand tray and practitioners responded immediately. Nearly all children are confident and interact happily with each other and the practitioners. They ask questions and respond well during circle time, in both English and Welsh. During outdoor play, most children make good use of the resources available and move freely from one activity to another. Most children talk about their play and share their ideas, such as when they discuss making soup in the mud kitchen.

Nearly all children have good relationships with the practitioners. They approach them confidently for comfort and reassurance. Nearly all children settle quickly and focus well on the activities on offer. Most children are happy and relaxed in the setting and make new friends.

Nearly all children behave well. They follow the setting's routines with little adult prompting and act on instructions effectively, such as listening for their names before going to put on their outdoor clothing. Many children are beginning to develop a sense of right and wrong and to understand the setting's rules, for example, why they should not run indoors. Most children are learning to co-operate and take turns appropriately for their age and stage of development. Nearly all children, including the youngest children, concentrate well on tasks they have chosen themselves.

Nearly all children enjoy their play and learning. They arrive at the setting happy and eager to take part in the activities. During activities led by practitioners, such as story time, most children listen and concentrate well. However, a few younger children occasionally lose interest in activities involving the whole group. Many children gain a strong sense of achievement from completing tasks successfully, such as puzzling out how to wipe a magnetic board clean and putting on their own coats.

Most children are becoming increasingly independent. For example, most children wash their hands with little support from practitioners and many older children put their heads and arms through their aprons independently. Nearly all children show a high level of self-esteem and are eager to share what they have learnt. For example, one child proudly told the group that he could whistle. Nearly all children begin to learn a range of skills that promote their holistic development well, including self-help skills. They are creative and use a range of materials effectively, such as during imaginative play in the office where a child wrote letters to Santa Claus.

Learning (only applies to funded children)

Good

Nearly all children make good progress in their learning. They make very strong progress with their communication and personal and social skills, using these well in their play and in their interactions with adults.

Nearly all children make themselves understood well. They listen and carry out instructions effectively, such as when asked to sit in a circle to sing songs and rhymes. Nearly all make marks confidently in a variety of contexts, and many see themselves as writers such as when they write to Santa Claus. Nearly all children enjoy looking at books independently and follow stories read to them with interest, responding appropriately to questions and prompts about what might happen next.

Nearly all children show a growing interest in numbers. They join in singing number songs and rhymes happily and many children count objects independently to at least seven. Most children use mathematical language in their play appropriately, such as naming circles and triangles when making a shaving foam snowman.

Many children persevere when faced with challenges, and use resources confidently and creatively, such as using wooden spoons to dig in the outside area. Nearly all children enjoy physical activities and many show a good sense of balance when they push a loaded wheelbarrow successfully. They handle small tools with increasing control, persevering well while using lollipop sticks to slice bananas.

Most children are becoming familiar with using technology in their play; for example, they use the calculator enthusiastically in the office area. Most children respond well to simple questions and greetings in Welsh during group times. They recite numbers to ten and happily join in singing simple Welsh songs. However, they do not use their developing Welsh language skills in other contexts such as in their spontaneous play.

Care and development	Good
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Practitioners ensure that safeguarding has a high priority, protecting children's health and wellbeing effectively as they have a thorough understanding of their roles and responsibilities and abide by the setting's policies and procedures appropriately. However, the setting's arrangements for safe recruitment give minor cause for concern. They ensure that children have good opportunities to learn about the importance of a healthy lifestyle through regular tooth brushing and taking part in the healthy and sustainable pre-school scheme. The daily routine provides children with a healthy snack of fruit and many valuable opportunities for fresh air and exercise. Hygiene procedures are generally appropriate and regular hand washing is encouraged. Most practitioners hold relevant first aid qualifications and attend appropriate safeguarding training.

Nearly all practitioners manage children's behaviour well. They take a consistent and constructive approach, praising good behaviour and explaining expectations carefully when children need encouragement to follow the setting's rules. Practitioners are sensitive to individual children's needs, adapting their approach appropriately.

All practitioners have a good understanding of child development. They understand and meet children's specific medical and dietary needs well. Practitioners respond well to children's needs and provide sensitive and affectionate support when necessary. As a result, most children approach practitioners confidently, for example to ask for the toilet or to have a chat. The setting treats children as individuals and promotes equality well; however, opportunities for children to learn about cultural diversity are more limited.

The setting has suitable procedures in place to support children with additional learning needs. The lead practitioner acts effectively to identify additional needs and ensure that children receive appropriate additional support. The setting works closely with parents and carers, sharing information informally on a regular basis and liaising helpfully with specialist agencies. There are appropriate systems in place for setting targets and reviewing progress made by children with additional needs, however, practitioners do not always use these consistently.

Teaching and assessment (only applies to funded children)	Good
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Practitioners work well together to plan many interesting and engaging learning experiences that the children enjoy, covering all Foundation Phase areas of learning effectively over time. There is a strong emphasis on developing children's literacy and numeracy skills. The lead practitioner uses the Literacy and Numeracy Framework well to plan progression in children's learning.

Practitioners plan worthwhile experiences that help children to become confident and independent learners both indoors and outside. Children have regular opportunities to take risks and try out new experiences, such as when they experiment with rainwater in the mud kitchen. There are good opportunities for children to develop their physical skills, such as developing their strength and sense of balance and learning to handle pencils and pens skilfully. Practitioners support children's creative development well. They provide a well-stocked music area and regular opportunities to paint, draw and experiment with homemade dough.

The setting provides many worthwhile opportunities to develop children's literacy, numeracy and thinking skills through play and focused activities. For example, a recent visit to a local office supplier sparked a great deal of interest in mark-making and letter writing, as well as supporting children's imaginative play. Practitioners encourage children to think for themselves and to develop a good understanding of sequences such as when they ask what happens next in stories. The setting uses many resources to develop children's information and communication technology (ICT) skills appropriately.

Practitioners include opportunities to use the Welsh language regularly in their planning and focus well on this during circle time. However, the setting is not as effective in promoting opportunities for children to use Welsh spontaneously throughout the session. Practitioners celebrate Welsh culture appropriately during events, such as St David's Day.

The setting provides many interesting experiences to develop children's spiritual, moral, social and cultural development successfully. There are valuable opportunities for children to learn about the world around them during purposeful visits in the local area, and to develop a sense of curiosity about their own lives and beliefs. The setting promotes a strong sense of awe and wonder through exploration of the outdoor area, where children enjoy finding worms and mini-beasts in all weathers. The setting provides suitable opportunities to recycle food, paper and plastic, however, planning to promote sustainability is at an early stage of development.

Nearly all practitioners have a good understanding of the requirements of the Foundation Phase. They have high expectations of all children in most areas, expecting them to communicate effectively, behave well and to develop successfully as independent learners. Practitioners understand the importance of providing opportunities for children to learn through play and first-hand experiences and plan for this successfully. They provide a stimulating and challenging environment for the children both inside and outside. Practitioners use questioning effectively to encourage children to think for themselves and generally intervene sensitively to support children's learning as they play.

Practitioners assess children regularly and key workers record individual children's achievements accurately in individual profiles. As a result, practitioners know the children well. However, they do not use the information from assessments systematically to help them to identify next steps in children's learning. This means that they do not always provide enough challenge for all children to achieve as well as they can. The setting keeps parents well informed about what their children are learning by sharing information informally at the end of sessions, and providing helpful information about themes and topics on the noticeboard.

Environment	Good
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The leaders ensure that the premises are safe and secure both indoors and outside. The person in charge undertakes suitable risk assessments, reviewing these regularly and ensuring that practitioners take appropriate action. Practitioners conduct regular hazard and safety checks and display these appropriately for all to see. Practitioners supervise the children effectively indoors and outdoors, keeping them safe and promoting their wellbeing successfully. The setting has suitable procedures to promote good hygiene practices. For example, practitioners use suitable protective clothing and ensure that they keep eating areas clean.

The leaders maintain the premises well. The indoor environment is comfortable, stimulating and child friendly, with plenty of natural light. The design and layout promote free choice and support children's independence well. Practitioners store resources in low-level cupboards and boxes within easy reach. Displays of the children's artwork and photographs of the local community throughout the setting create a welcoming environment.

The setting's resources, including furniture, equipment and toys, are in good condition and are age appropriate. The wide selection of varied items and materials generally promote children's development well and develops their curiosity. Very occasionally, the leaders provide too many resources making it difficult for children to make the most appropriate choices and always treat resources with respect. Although there is no direct access to the outdoor area from the setting, leaders ensure that children have regular opportunities to learn in the outdoors. They provide a good selection of outdoor play equipment that supports children's learning well, such as the popular mud kitchen, which encourages valuable imaginative play.

Leadership and management	Adequate
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The person in charge is committed to providing good quality learning experiences for all the children, in a stimulating environment. She has created a happy ethos in the setting and communicates her vision well. She involves practitioners in all aspects of the setting's work and, as a result, they contribute useful ideas, feel valued and work constructively with the children. There are effective systems in place to keep the responsible individual and officers of the committee well informed about the setting's work. Although the setting complies with most of the Child Minding and Day Care (Wales) Regulations 2010, leaders do not have robust enough procedures in place to ensure that they always comply fully with the regulations.

There is a generally positive culture of continuous improvement in the setting. Practitioners are open to new ideas, such as developing effective questioning techniques, and act constructively on the advice of the local authority link teacher. The setting can point to recent improvements in its practice that have had a positive impact on children's standards and wellbeing, such as the recent development of the outdoor area and the office area indoors. The setting's self-evaluation systems are developing appropriately. The person in charge takes good account of the views of practitioners and parents through annual questionnaires and seeks children's views informally. While the setting has made good progress towards meeting the recommendations from the previous Estyn inspection, it has not yet fully addressed all the issues raised in the CSSIW inspection carried out in January 2015.

The person in charge ensures that there are sufficient numbers of appropriately qualified practitioners working in the setting and deploy them effectively to ensure continuity of care and to meet the needs of the children. However, procedures to ensure safe recruitment are generally not robust enough and staff files are not fully up to date. Leaders ensure that practitioners attend relevant training courses to develop their knowledge and skills effectively. However, although all practitioners are well aware of their roles and responsibilities and discuss work practices informally, the setting does not carry out regular supervisions and annual appraisals to promote staff development.

The setting has valuable partnerships with parents and the local community, which make a positive difference to the children and their learning. Practitioners keep parents well informed about the settings' themes and events via newsletters, social media and the parents' notice board as well as providing a useful welcome pack. Links with the local community are strong with regular educational visits to shops, the library and visits from local organisations to the setting, such as the police. The setting has long-standing links with the local school and works well with other professionals and childcare support organisations. For example, the setting recently secured additional needs funding, which led to improved support at two different settings.

Appendix 1

Responses to parent questionnaires

denotes the benchmark – denotes 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.	11	7 64%	4 36%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		-	-	-	-	-	
My child likes this setting.	11	8 73%	3 27%	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.	11	10 91%	1 9%	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.	11	10 91%	1 9%	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.	7	4 57%	3 43%	0 0%	0 0%	4	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.	11	8 73%	3 27%	0 0%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn y lleoliad.
		-	-	-	-	-	
Children behave well in the setting.	11	9 82%	2 18%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		-	-	-	-	-	
Care is good.	11	9 82%	2 18%	0 0%	0 0%	0	Mae'r gofal yn dda.
		-	-	-	-	-	
Teaching is good.	11	9 82%	2 18%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		-	-	-	-	-	
Staff treat all children fairly and with respect.	11	9 82%	2 18%	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.	11	8 73%	3 27%	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.	11	10 91%	1 9%	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.	11	7 64%	4 36%	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.	11	7 64%	4 36%	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.	11	9 82%	2 18%	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.	11	7 64%	4 36%	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.	10	7 70%	3 30%	0 0%	0 0%	1	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.	10	5 50%	5 50%	0 0%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		-	-	-	-		
The setting is well run.	11	9 82%	2 18%	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.uk) (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.