



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

**A report on**

**Wenvoe Playgroup  
Village Hall  
Wenvoe  
Vale of Glamorgan  
CF5 6AG**

**Date of inspection: October 2015**

**by**

**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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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## Context

Wenvoe Playgroup meets in the Village Hall in the village of Wenvoe in the Vale of Glamorgan. The setting has been in operation for over 40 years, and is open every morning for five sessions each week. The setting exists primarily to serve the families living in the community. However, there are a number of children on roll who travel from Cardiff and the nearby town of Barry.

Eighteen three and four-year-olds are currently in receipt of funded educational provision. All children attending the setting at the time of the inspection speak English as their main home language. There are currently no children who have been identified with additional learning needs, although support is provided for physical disability. There are seven qualified practitioners working with the children and the setting is managed by a qualified lead practitioner.

The setting is set out daily in the Village Hall, which is very large and gives many opportunities for indoor free play.

The setting was last inspected by the Care and Social Services Inspectorate Wales in November 2014 and was last inspected by Estyn in January 2010.

## Summary

<b>The setting's current performance</b>	<b>Good</b>
<b>The setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The setting is good because:

- Many children achieve good standards, make appropriate progress in nearly all areas of learning and show a good ability to recall previous learning
- Most children choose their activities independently and show enthusiasm towards their learning
- Nearly all children are enthusiastic during activities that keep them fit and they enjoy healthy snacks
- The inclusive, welcoming ethos of the setting is a good feature

### Prospects for improvement

The setting's prospects for improvement are good because:

- Practitioners work together effectively to create a positive ethos and a caring environment
- They have an effective appraisal system that enables the setting to reflect on staff performance and plan appropriate training and support
- Leaders know the setting well and are committed to ensuring high standards of care and support for the children
- The current improvement plan focuses appropriately on relevant areas that are likely to have a positive impact on children's learning

## Recommendations

- R1 Ensure that children become more independent during daily routines
- R2 Ensure challenging activities for children who are more able
- R3 Improve the way practitioners manage behaviour during large group activities
- R4 Ensure that the impact of the improvement plan is monitored regularly to make good progress

### **What happens next?**

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

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Many children achieve good standards and are progressing in line with their age and stage of development. As they progress through the setting, they make appropriate progress in nearly all areas of learning and show a good ability to recall things they have learned previously. For example, they enjoy singing nursery rhymes such as Humpty Dumpty and Wind the Bobbin Up.

Many children communicate confidently in their home language, talk about their activities with enthusiasm, and use good imagination skills. For example, they speak skilfully about digging for gold in the garden and going to the hairdressers in the dressing up corner. Most are developing an appropriate understanding of the Welsh language. They follow basic instructions in Welsh and respond appropriately using simple words and phrases. Most show a good interest in books. Regular visits to the local library ensure that they develop an appropriate understanding of how to hold books the right way up and turn the pages correctly. Many children enjoy using puppets to act out stories such as The Gruffalo. Most use a variety of mark making tools with increasing control and they are beginning to show an understanding of the function of writing. However, more able children's writing skills are under developed.

Nearly all children join in number songs and enjoy counting backwards from five. They can count by rote up to 24 during registration. They recognise the shape of the mats they sit on and a few recognise basic money values.

Many have well-developed physical skills and balance well on pedal bikes. They are able to throw and catch a ball with increasing confidence. A few are developing appropriate scissor control and painting skills. However, children's thinking skills and problem solving skills are less well developed.

#### Wellbeing: Adequate

Nearly all children arrive happily in the morning and settle quickly into their daily routine. They have a good relationship with practitioners and are willing to ask for help when required. Most children choose their play activities independently and show suitable social skills, and a majority are developing an ability to concentrate for longer periods. However, a few continue to flutter often from one activity to another without getting immersed in their task.

Generally, behaviour is appropriate. Nearly all children are enthusiastic during activities that keep them fit and they enjoy healthy snacks. They understand the importance of washing their hands before eating. They share well and take turns appropriately. However, many children rely too heavily on adults to prepare and distribute snacks and they do not participate appropriately during tidy up times. As a result, children's ability to be independent during these activities is under developed.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

The setting provides a wide range of stimulating and effective learning experiences for most children that focus well on developing all areas of the Foundation Phase curriculum. Practitioners are beginning to plan collaboratively to offer a variety of activities and they are starting to take responsibility for focused tasks.

The setting plans appropriately to meet the needs of the children. Provision for ensuring coverage of literacy and numeracy is good. Children are encouraged to learn through independent play activities. Practitioners plan well for a wealth of activities both indoors and outdoors and children benefit from a worthwhile range of appropriate and stimulating learning areas. However, practitioners are not always successful in planning activities that match all individual children's needs. As a result, a few children that are more able often lose interest during whole group activities.

Practitioners promote children's Welsh language skills regularly. They encourage the children to respond in Welsh appropriately. The setting develops children's understanding of their local heritage and the culture of Wales well through holding an Eisteddfod and regular visits into the community.

The setting provides appropriate opportunities for children to understand and take responsibility for the environment. Children have sufficient opportunities to learn about sustainability through using recycled material for modelling.

Practitioners plan an appropriate range of educational visits and visitors to the setting that enhance the curriculum effectively. These activities have a positive impact on children's standards and wellbeing. For example, visits to the local library extend children's interest and love of books well.

**Teaching: Adequate**

Practitioners have a good understanding of the Foundation Phase curriculum. They understand the importance of providing a wide variety of opportunities for children to learn through play and active involvement. They offer a stimulating environment both inside and outside, which encourages children to make appropriate progress.

Staff are good language role models and, as a result, many children's oracy skills are well developed. Where teaching is best, staff plan stimulating learning experiences and use effective questioning to develop children's skills during activities.

Practitioners manage children's behaviour well during focused activities and use praise and encouragement to help children to share and take turns. However, they do not have high enough expectations of children's behaviour during large group activities, such as registration, singing times. Practitioners do not ask thought provoking questions that encourage children to think. As a result, a minority of children disengage from their learning and become agitated.

Practitioners assess children regularly and record their observations systematically. As a result, they have a good understanding of every child's progress. The outcome of these assessments informs planning well. Parents receive comprehensive information of their child's development and an attractive end of year report gives a good recount of every child's development.

### **Care, support and guidance: Good**

All staff place significant emphasis on the wellbeing of pupils. They know them well, treat them as individuals and encourage them to learn at their own pace. The setting has appropriate policies in place to develop aspects of children's health and wellbeing.

The setting plans a variety of worthwhile learning experiences that promote children's personal development well, including their spiritual, cultural and social development. Daily prayers during snack time and a thank you song help to develop children's spiritual and moral awareness. Regular study of the Chinese New Year, Eid and Diwali successfully promotes children's understanding of other cultures.

The setting uses an appropriate range of services to support children and parents. Visits from the local police and fire brigade ensure that children develop a good understanding of the world around them. A visit from a guide dog and his owner also successfully promoted children's empathy towards others. The setting is all-inclusive and very accepting of every individual.

The setting's arrangements for safeguarding children meet requirements and give no cause for concern. There are suitable systems to support children with additional needs and the setting accesses support from specialist services when needed.

### **Learning environment: Good**

The setting has suitably qualified practitioners to meet the requirements of the Foundation Phase. The inclusive, welcoming ethos of the setting is good feature. Practitioners show care and concern towards all children and ensure that they have equal access to activities. They also encourage children to develop tolerant attitudes and to learn to co-operate with one another in their play.

The learning environment is secure and well maintained. The base room is bright and welcoming and is organised to make good use of the space available. Practitioners work hard to set up activities daily. They have a good variety of interesting and appropriate resources that are well organised and accessible despite having to be packed up at the end of most sessions. The large hall is a valuable resource where children can play on their bikes and scooters safely.

The outdoor area has a good selection of resources that provide many stimulating activities. Children play co-operatively on the large caterpillar and children's creative skills are encouraged through a well-stocked dressing up corner and hair salon.



<b>Key Question 3: How good are leadership and management?</b>
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<b>Good</b>
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**Leadership: Good**

The setting's leader and her team are dedicated to support and care for all children so that they feel safe, loved and warm. They work together effectively to create a positive ethos and a caring environment. The setting has established positive relationships with parents and carers and they value the service provided highly.

Leaders are starting to share responsibilities appropriately. Practitioners are beginning to have more of an input into planning and they increasingly take more responsibility for preparing and assessing activities.

The committee understand the roles of the staff appropriately and fully support the setting with staffing issues. The committee ensure the smooth running of the setting and that it operates effectively. An effective appraisal system enables the setting to reflect on staff performance and plan appropriate training and support. Although many staff are relatively new to the setting, all have received appropriate training.

The setting has implemented national and local priorities well. For example, there is a strong focus on ensuring coverage of the National Literacy and Numeracy Framework and good opportunities for children to learn about healthy living.

**Improving quality: Adequate**

Leaders know the setting well and are committed to ensuring high standards of care and effective support for the children. Appropriate use of self-evaluation processes helps them to recognise and understand the settings strengths and areas for development. Information gained from the self-evaluation process produces a valuable development plan. The self-evaluation process is continuous and the setting successfully uses its one-to-one supervision reports as an effective method of monitoring staff performance. However, questionnaires sent to gather evidence from parents and staff are not fed into the self-evaluation document.

The development plan is a useful document, and there is evidence that targets identified in recent plans have been achieved. Examples include purchasing remote controlled bugs and mobile phones to enhance information and communication technology (ICT) provision and resuming regular visits to the library. However, the setting does not evaluate the impact of the improvement plan and does not monitor its effect on standards.

The current improvement plan focuses appropriately on relevant areas that are likely to have a positive impact on children's learning. For example, this year, the setting is focusing on having a consistent approach to behaviour management and regular planning time to share ideas and plan for improvement.

Leaders work satisfactorily with other agencies. They are willing to accept support and work effectively to improve provision. For example, they have recently worked closely with the local authority link teacher to develop a thorough self-evaluation report. They have also worked closely with the Wales Pre-school Providers Association to ensure that policies and documents are in place, daily routines set and minimum standards met.

### **Partnership working: Good**

The setting has good links with the community. Parents and carers support the setting well and organise fundraising events at Christmas and Easter to raise money to improve the quality of resources for the children.

Practitioners keep parents well informed about termly events through regular newsletters and notices on the setting's noticeboard, Wenvoe What's On magazine and the Wenvoe Playgroup website. Parents receive regular informative newsletters via trays left in the reception.

The playgroup makes good use of its location next to the local primary school and opposite the library to enhance pupils' learning and to prepare them effectively for the next stage of their education. For example, regular attendance at the school's Christmas concerts and transition events ensure that children become familiar with the building, staff and surroundings.

### **Resource management: Good**

The setting manages and uses resources well. Leaders ensure that there are enough suitably qualified practitioners for the number of children. They deploy staff effectively to make the best use of their experience and expertise and provide new practitioners with good opportunities to develop their confidence and understanding. Leaders ensure that staff attend appropriate training and practitioners use strategies that they have learnt in their training sessions to enhance the provision at the setting, for example the use of dough disco to improve children's fine motor skills.

The management committee has a thorough understanding of the budget and plans effectively to prioritise spending appropriately.

In view of the standard of outcomes achieved by the children, the setting provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

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

## Appendix 2

### The reporting inspector

Gwenda Easton	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.wales](http://www.estyn.gov.wales))

## Glossary of terms

<b>Areas of Learning</b>	<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"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<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 partnership's conditions of registration.</p>
<b>Foundation Phase</b>	<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>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
<b>Mudiad Meithrin</b>	<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>

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