



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

A report on

**Broughton Pre-School Playgroup
Broughton Youth Centre
Broughton Hall Rd
Broughton
Flintshire
CH4 0QQ**

Date of inspection: July 2018

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:

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

Broughton Pre-School Playgroup is an English-medium setting in Broughton in Flintshire local authority. The setting is registered for 30 children from the ages of two and a half to five years. It offers early years education sessions on four days each week during school term time between January and July. At the time of the inspection, there were 26 children in receipt of funded early education.

There are a few children from ethnic minority backgrounds. No children have Welsh as their home language. At the time of the inspection, there were no children with identified additional needs attending the setting.

There are seven members of staff, including the management team. Four practitioners work with the three and four-year-old children. The playgroup manager has been in post since 2009.

Care Inspectorate Wales (CIW) inspected the setting in 2017 and Estyn last inspected it in 2013.

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:

- Most children make worthwhile progress and achieve good standards overall
- Nearly all children have positive attitudes and enjoy learning activities
- The setting provides a good range of imaginative learning experiences
- Practitioners interact positively with children and they manage learning well
- Practitioners promote children's health and wellbeing successfully
- The setting provides a busy, inclusive and purposeful learning environment

Prospects for improvement

The setting's prospects for improvement are good because:

- The setting manager organises the setting well and provides clear leadership
- Practitioners work well together
- Managers communicate effectively and have high expectations
- Partnerships with parents, the school and the community enhance children's wellbeing and learning effectively
- The setting uses the available funding and equipment resourcefully

Recommendations

- R1 Improve children's information and communication technology (ICT) skills
- R2 Strengthen planning to develop children's skills in all areas of learning consistently
- R3 Provide opportunities to consolidate children's Welsh language skills in free choice activities regularly
- R4 Use information from assessments to plan the next steps in children's learning effectively in order to meet their individual needs
- R5 Carry out actions in improvement plans and monitor their impact effectively

What happens next?

The setting will draw up an action plan to show 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?

Good

Standards: Good

When they arrive at the setting, most children's skills are at or above the level expected for their age and stage of development. Most children make good progress from their starting point and achieve good standards overall. In particular, they develop their ability to learn and play purposefully.

Most children develop their speaking and listening skills successfully. Many join in songs and rhymes with enthusiasm, listen attentively and follow instructions well. Most communicate effectively using appropriate vocabulary as they play, such as when they talk about the toy animals they find in the forest school. Many make their needs known, ask questions using simple vocabulary and express themselves clearly. Most show interest in books. They follow the stories read to them attentively and many handle books as readers in free choice play, for example 'reading' in a tent when 'camping.' Around half the children, develop mark-making skills appropriately in different contexts. For instance, they draw animals using chalks and trace outlines in the sand tray.

Most children make good progress in developing their early mathematical skills. Most join in with number songs and rhymes, and recite numbers to at least 10 confidently, such as during registration. A majority recognise numbers to 10 and a few count up to nine objects accurately. Many use simple mathematical vocabulary purposefully, such as to compare toy bears by size, and most develop an appropriate awareness of time in the context of the setting's routines. A minority of children develop their understanding of the properties of simple two dimensional shapes successfully.

Most children develop a narrow range of information and communication technology (ICT) skills appropriately. However, very few children develop their ability to use ICT devices independently well enough.

Children respond well to everyday Welsh, particularly during group activities and a few use familiar words and phrases appropriately during group sessions. For example, a few children answer simple questions, such as 'ble mae Ticw?' while listening to a story in Welsh. However, they do not develop their Welsh language skills further outside of formal, adult led activities.

Wellbeing: Good

Nearly all children have positive attitudes and enjoy the learning activities prepared for them. They make confident choices and engage well in activities that they choose for themselves. Nearly all children remain busy, sustaining interest and concentration for appropriate periods. Most are well motivated, happy and at ease in the setting.

Nearly all children have very good relationships with practitioners and with each other. A few show consideration and courtesy, such as during snack time. Standards of behaviour are very good. Most relate well to other children and they play in a calm, purposeful and settled manner. They respond very well to daily routines and most participate in whole group activities with enthusiasm.

Practitioners encourage children to express their preferences as they play. Most readily help tidy resources at the end of each session.

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

The setting provides a good range of imaginative and stimulating activities across all areas of learning. It reflects the foundation phase ethos appropriately and provides worthwhile opportunities for children to make effective choices and learn through their independent play.

Practitioners work together to plan learning experiences, indoors and outdoors, which engage the children and take account of their interests successfully. They plan imaginative activities linked to interesting themes, such as 'People who help us', and implement these flexibly to respond to children's needs. As a result, practitioners are beginning to focus more clearly on developing children's skills systematically. This has a positive impact on children's communication, pre-reading, writing and counting skills. However, practitioners do not always identify clearly enough what skill they want the children to learn. This limits their ability to plan the most appropriate next steps effectively in order for all children to make the best progress in all areas, particularly in developing their Welsh language and ICT skills.

Provision to promote children's ICT skills is at an early stage of development. For example, children have good opportunities to become familiar with toy appliances in role-play and learn to take digital photographs. However, overall, the setting does not provide enough opportunities for children to develop a sufficiently wide range of ICT skills effectively.

The setting promotes children's creativity, their physical development and their knowledge and understanding of the world successfully. For example, there are good opportunities for children to choose tools and materials to create collage pictures. The setting uses the forest school and allotment in the school grounds imaginatively to develop children's respect for the environment and their understanding of the changing seasons. A good range of visitors enhances children's learning experiences well.

Practitioners model simple Welsh phrases, ask questions and use Welsh vocabulary regularly during more formal adult led sessions. However, they provide few opportunities for children to use Welsh outside of these sessions. Practitioners promote children's awareness of Welsh history and culture appropriately. For example, they celebrate St David's Day and read Welsh stories regularly.

Teaching: Good

Practitioners manage learning well and their approach is purposeful and enthusiastic. They interact positively with the children, they have high expectations and a sound knowledge of good foundation phase practice. All are good language role models in English. This helps to improve children's speaking and listening skills and extends their vocabulary successfully. The manager leads structured sessions in Welsh with increasing confidence.

Practitioners have an intuitive understanding of how children learn. They understand the purpose of activities and engage children's interest successfully. For example, they encourage children to talk about the foods they choose when making a picnic. They give children plenty of time to complete tasks and use questioning and praise well to encourage perseverance. Practitioners often promote opportunities for children to learn spontaneously. They reflect on what they do effectively and adapt activities, as they develop to make the most of learning opportunities. For example, they encourage children to think about the size of different toy animals and help them learn appropriate vocabulary while playing alongside them. They strengthen children's knowledge of colours by asking them to stand on different coloured stepping-stones.

There are appropriate procedures for assessment that practitioners implement informally. Practitioners are beginning to record children's individual achievements clearly. The manager uses this information well to compile detailed records for each child and build up a worthwhile picture of what children can do. However, practitioners do not use assessments well enough to plan next steps that enable all children to make the best progress.

Parents value informal communication with practitioners about their child's progress and receive an informative written report before their child transfers to school.

Care, support and guidance: Good

The setting promotes children's health and wellbeing successfully. In particular, practitioners support children's emotional wellbeing very effectively. They provide positive and well-structured experiences and, as a result, the children are happy, settle well and have worthwhile opportunities to be physically active. For example, practitioners promote energetic outdoor play and dance sessions regularly.

The setting provides useful opportunities for children to develop their spiritual, moral, social and cultural understanding. Practitioners encourage children's sense of curiosity about the natural world effectively. They make good use of the school grounds to observe and marvel at a variety of plants and wildlife across the seasons. They foster positive values successfully, including respect for others, honesty and fairness. Practitioners promote positive relationships and good behaviour well. For example, they read stories that show positive ways for children and adults to behave. This helps children learn about sharing resources and taking turns purposefully. The setting celebrates a range of customs from different countries, such as Chinese New Year, appropriately and this begins to develop children's understanding of different cultures appropriately. Provision to raise awareness of sustainability is less well developed.

The setting has established effective procedures to support children who need extra help and a useful network of contacts to provide extra support and advice when needed. The setting's arrangements for safeguarding meet requirements and give no cause for concern.

Learning environment: Good

The setting provides a busy, inclusive and purposeful learning environment. Practitioners treat all children equally and include them fully in all activities. They take good account of children's individual needs, which helps to ensure that they feel safe and secure. They encourage children to feel important and valued members of the group successfully. This has a positive impact on their confidence and self-esteem. Practitioners use positive strategies to encourage understanding and tolerance towards others sensitively. The setting places appropriate emphasis on promoting and respecting diversity. For example, practitioners read stories from other cultures and encourage children to taste foods from different countries regularly.

The setting has enough appropriately qualified practitioners and provides a suitable range of resources that support children's learning in most areas of learning well. However, the setting does not have a broad enough range of ICT resources to develop children's skills effectively. Before every session, practitioners set up clearly defined and attractive learning areas that children access independently. The setting uses expertise from the community, such as a sports coach to enhance learning opportunities regularly. The accommodation provides a safe and secure learning environment and practitioners use the school grounds regularly to enhance the setting's facilities. This includes the forest school, an allotment and a secure play area.

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

The setting leader has high expectations and organises the setting well. She provides clear leadership and shares her vision effectively with practitioners. All practitioners have a good understanding of their roles and responsibilities. They work well together to ensure that sessions run smoothly and to improve provision. The setting leader communicates well with them through regular meetings. As a result, they understand and implement the setting's policies and procedures consistently. The leader keeps the committee well informed about the setting's progress and works closely with the committee to implement appropriate arrangements for practitioners' supervision and performance management.

The leader monitors the work of the setting informally and supports practitioners' professional development effectively through regular training opportunities.

The setting readily embraces national and local priorities. For example, it places strong emphasis on developing children's literacy and numeracy skills and promoting their healthy development and wellbeing.

Improving quality: Adequate

The setting leader implements appropriate procedures for self-evaluation and planning for improvement. The setting seeks the views of parents in a questionnaire and practitioners collaborate thoughtfully, through regular meetings, to reflect on their strengths and areas for development. As a result, of these arrangements the leader has a good understanding of the setting's needs.

The self-evaluation report identifies strengths and most areas in need of improvement suitably. Leaders prioritise the key areas for development appropriately and implement suitable action plans. This has led to improvements in the quality of the provision areas indoors, such as opportunities for children to practise their mark-making skills. However, the setting's improvement plans do not identify the actions and resources required, including arrangements for monitoring, clearly enough to be fully effective.

Practitioners work closely with the local authority to develop provision. This has a positive impact on the organisation of learning experiences and resources at the setting.

Partnership working: Good

The setting has beneficial partnerships with parents, the school and the community that enhance children's wellbeing and learning effectively. Practitioners encourage parents' involvement in their child's education well, and give regular opportunities for them to participate in activities such as the teddy bears' picnic. Parents receive a good range of information through notices, newsletters, social media and day-to-day contact with practitioners. This helps parents to feel comfortable in approaching the setting about any concerns and keeps them informed about daily activities successfully.

The setting has successful arrangements for children's induction into the setting and smooth transition to the school. Practitioners share relevant information about children's progress effectively, which support them well as they move on to the next stage in their education. The setting has positive links with a range of community organisations that enrich children's learning experiences successfully. This includes health professionals such as a local doctor and a nurse.

Practitioners regularly share good practice with other settings through training events provided by the local authority. For example, they learn about strategies to promote learning through play which they implement effectively.

The setting has a helpful relationship with the local authority advisory teacher. Practitioners benefit from guidance and support in improving the learning environment and experiences they offer children. In particular, the setting has benefited from training, advice and support to improve its use of the outdoors.

Resource management: Good

Managers deploy practitioners effectively so that they make the best use of their time and expertise. Practitioners benefit from attending professional development courses and meetings regularly, to share good practice with other settings. They

reflect on the good practice discussed effectively and implement strategies that improve the quality of the provision successfully. For example, practitioners have improved the organisation of learning activities indoors, and have introduced structured sessions to support children's Welsh language development and lively music to encourage children to be physically active.

Leaders have a good understanding of the setting's finances. The treasurer monitors income and expenditure systematically and ensures that accounts are audited independently. However, planning for future resource needs is not always formal enough to be fully effective.

The setting uses all available funding and learning resources resourcefully. This has a positive impact on children's outcomes. In view of the good standards and the quality of teaching and leadership, the setting provides good value for money.

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
CIW	Care Inspectorate Wales (CIW) 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 partnerships 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 three to seven 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 that 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 Day Nurseries Association (NDNA)	This organisation 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