



Arolygiaeth Ei Mawrhydi Dros Addysg  
A Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
For Education and Training in Wales

**THE INSPECTION OF EDUCATIONAL  
PROVISION FOR CHILDREN BEFORE  
COMPULSORY SCHOOL AGE**

**NURSERY REPORT ON:  
BERRIEW PLAYGROUP,  
WELSHPOOL, POWYS**

**Registered Nursery Inspector:**

**Huw Davies**

**Date of inspection:**

**17<sup>th</sup> & 20<sup>th</sup> October 2005**

**Contract number:**

**T/044/05N**

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## REPORT ON THE INSPECTION OF NURSERY SETTINGS IN THE NON-MAINTAINED SECTOR

**Name of nursery:** Berriew Playgroup

**Address:** Community Centre  
Berriew  
Welshpool  
Powys

**Post code:** SY21 8BA

**Telephone:** 01686 640878

**Person responsible for the day-to-day management:** Karina Jones

**Position:** Leader

### About the inspection

This inspection took place as part of a national programme of inspections of the educational provision for children before compulsory school age in Wales. It was commissioned by Her Majesty's Inspectorate for Education and Training in Wales.

The purpose of inspection is to identify good features and shortcomings so that providers can improve the quality of education offered and help children achieve their full potential. Another purpose is to inform parents and the public about the quality of nursery education. A copy of the inspection report must be given to all parents and carers with a child at the nursery and should be available on request to other people.

Inspectors have used a five-point scale to record all judgements. Grade definitions are:

|                       |                  |   |
|-----------------------|------------------|---|
| <b>Very good</b>      | <b>(Grade 1)</b> | <b>many good features, some of them outstanding;</b>                |
| <b>Good</b>           | <b>(Grade 2)</b> | <b>good features and no major shortcomings;</b>                     |
| <b>Satisfactory</b>   | <b>(Grade 3)</b> | <b>good features outweigh shortcomings;</b>                         |
| <b>Unsatisfactory</b> | <b>(Grade 4)</b> | <b>some satisfactory work, but shortcomings in important areas;</b> |
| <b>Poor</b>           | <b>(Grade 5)</b> | <b>many shortcomings.</b>   |

## 1.0 CONTEXT OF THE SETTING

### **Context of the nursery setting:**

Berriew Playgroup is situated in Berriew, near Welshpool, and has been in existence for over thirty years. The Playgroup is open for four morning sessions a week and for thirty-eight weeks a year. The Playgroup is registered for up to twenty-four children from the age of two and a half to four years. At the time of the inspection, 9 three-year-old and 2 four-year-old children were registered at the Playgroup. All children at the Playgroup speak English as their first language and there are no children with special educational needs. Five staff are employed at the Playgroup. Children who attend the Playgroup live in the rural village of Berriew and the surrounding area. Families in the area sometimes experience the pressures of rural life, such as transport problems, low wages, unaffordable housing and a lack of rented accommodation. Children who attend the Playgroup come from mixed socio-economic backgrounds.

Berriew Playgroup is a well-resourced setting and is accommodated in Berriew's Community Hall. The indoor accommodation consists of one large comfortable room. Additionally, for two sessions a week the Playgroup uses the adjoining hall of Berriew Community Primary School, where all activities can occur. The Playgroup enjoys a very good working relationship with the school and this impacts positively on children's development. The Playgroup's outdoor accommodation belongs to the school, whose grounds are large, attractive and offer excellent opportunities for learning. The Playgroup utilises these grounds when the school is not using them. Access to all learning areas is very good. The Playgroup shares the Community Hall with other organisations; staff have to clear everything away each day, thus incurring a considerable amount of extra work.

## 2.0 MAIN FINDINGS OF THE REPORT

**2.1 The quality and standards of educational provision, taken overall, are appropriate and successfully promote the desirable outcomes for children's learning.**

### **2.2 Standards achieved by the children in the six areas of learning**

| <b>Six areas of Learning</b>                       | <b>Judgement for 3-4 year old children</b> | <b>Judgement for 4-5 year old children</b> |
|--|--|--|
| <b>Language, Literacy and Communication Skills</b> | <b>Very Good</b>                           | <b>Very Good</b>                           |
| <b>Personal and Social Development</b>             | <b>Good</b>                                | <b>Good</b>                                |
| <b>Mathematical Development</b>                    | <b>Very Good</b>                           | <b>Very Good</b>                           |
| <b>Knowledge and Understanding of the World</b>    | <b>Very Good</b>                           | <b>Very Good</b>                           |
| <b>Physical Development</b>                        | <b>Very Good</b>                           | <b>Very Good</b>                           |
| <b>Creative Development</b>                        | <b>Very Good</b>                           | <b>Very Good</b>                           |

### **2.3 Inspection judgement on the quality of education provided by the setting**

| <b>Quality of Education</b>  | <b>Judgement for 3-4 year old children</b> | <b>Judgement for 4-5 year old children</b> |
|--|--|--|
| <b>Quality of planning for children's learning.</b>  | <b>Very Good</b>                           | <b>Very Good</b>                           |
| <b>Quality of teaching.</b>  | <b>Very Good</b>                           | <b>Very Good</b>                           |
| <b>Quality of assessment and recording of children's progress, and reports for parents and carers.</b> | <b>Good</b>                                | <b>Good</b>                                |
| <b>Quality of the relationships with parents, carers and the community.</b>                            | <b>Very Good</b>                           | <b>Very Good</b>                           |

**2.4 The quality of the management and leadership of the setting is very good.**

**2.5 The quality of provision for children's spiritual, moral, social and cultural development is very good.**

**2.6 The progress made by the setting in implementing the key issues for action identified in the last inspection report.** - There has not been a previous inspection.

### **3.0 THE STANDARDS ACHIEVED BY CHILDREN IN THE SIX AREAS OF LEARNING**

**Standards achieved by 3-4 year-olds and standards achieved by 4-5 year olds**

#### **3.1 Language, Literacy and Communication Skills**

##### **Good Features**

Children enjoy listening to stories. They can relate the broad thrust of a story and respond positively to adults' questions about events illustrated in pictures. Children are learning how to handle books properly and they enjoy looking at pictures in them. Older children are beginning to understand that letters have sound and words have meaning. Children can communicate their needs, express opinions and make choices. They enjoy role-play through which they are learning to communicate. Children are making good progress in their ability to talk about their play; some can re-tell their own experiences. All children enjoy using marking implements for a range of purposes, and older children are beginning to understand the basics of writing. Children are developing a good recall of songs and nursery rhymes.

##### **Shortcomings**

No shortcomings were observed.

#### **3.2 Personal and Social Development**

##### **Good Features**

Children at Berriew Playgroup are confident, happy and secure. Relationships between children are very good; they share, take turns and demonstrate care, sensitivity, respect and affection towards each other. Snack times are orderly occasions where children enjoy the company of their friends, sitting quietly, displaying courtesy, respect and politeness. Relationships between children and all adults are very good too; children enjoy the company of adults in the Playgroup and are enthusiastic when helping them clear away after activities. Children concentrate for lengthening periods and are confident in asking adults for help when needed. Older children are often able to concentrate independently of adults and are happy to explore new learning experiences. All children exercise a level of self-control appropriate to their stage of development. They are beginning to take responsibility for aspects of personal hygiene, such as dressing themselves and washing their hands. Children respond positively to different cultural and linguistic experiences. They are learning Welsh songs.

##### **Shortcomings**

Children are making less progress in understanding Welsh phrases and vocabulary.

### **3.3 Mathematical Development**

#### **Good features**

Children are beginning to use mathematical language in different contexts. They are learning to recognise and name some basic two-dimensional shapes. Children are learning to sort, match, order, sequence, compare and count objects. Older children can recognise and recreate pattern. Children are beginning to understand about number through number rhymes, songs, puzzles and games. Through sand, water, pasta and rice activities children are developing their understanding of concepts such as measurement and capacity. Through role-play, children are finding out about money.

#### **Shortcomings**

No shortcomings were observed.

### **3.4 Knowledge and Understanding of the World**

#### **Good features**

Children talk about their home and where they live. Through visits within their locality, including shops, churches and Pen-y-Sarn Farm, children are finding out about their immediate area. Through a range of outdoor activities, including nature walks, children are learning about the environment and its importance. They are developing an understanding of seasons and their basic weather features. Through visits further afield, such as to a bakery in Welshpool, children are beginning to understand about different places. Children are learning about different countries. They make food and find out about its origins. Children are able to identify some workers by the characteristics of their job; visitors to the Playgroup, including: police; librarian; farmer; dentist and the local amateur dramatics society, help to promote this. They enjoy problem solving and learning about outcomes; they are keen to experiment and explore. Children make choices from the different materials they use and are secure in discovering their potential. Older children can recognise and name colours.

#### **Shortcomings**

No shortcomings were observed.

### **3.5 Physical Development**

#### **Good features**

Children are making good progress in the development of their fine motor skills. In small play activities they handle equipment and apparatus with growing confidence and dexterity. They are learning to colour, paint, print, cut and stick with increasing control and accuracy. Children are also making good progress in the development of their gross motor skills. They move confidently on large equipment and toys. Children enjoy being outdoors where they are developing their ability to climb, hop, run, jump and slide. They are making good progress in responding to adults' suggestions about spatial awareness. Children are developing an understanding of their own bodies and of growth.

#### **Shortcomings**

No shortcomings were observed.

### **3.6 Creative Development**

#### **Good features**

Children use a range of media creatively, including: paint; card; fabrics and collage materials. They enjoy making choices about colour and medium. Children talk about their creative experiences and older children are beginning to appreciate the work of others. Children enjoy music making using a range of percussion instruments. They like singing and are learning to differentiate sounds with visual cues. Children know many action songs and they respond positively to adults' suggestions for imitative movement. The Playgroup places appropriate emphasis on role-play through which children interact imaginatively.

#### **Shortcomings**

No shortcomings were observed.

## **4.0 THE QUALITY OF EDUCATIONAL PROVISION**

### **The quality of educational provision for 3-4 year-olds and for 4-5 year olds**

#### **4.1 The quality of planning for children's learning**

##### **Good features**

Planning is effective and provides continuity and progression in learning as well as breadth and balance across the six areas of the Desirable Outcomes for Children's Learning. Planning at the Playgroup is firmly based upon the needs of all children and the excellent knowledge and understanding by staff of the requirements of the Desirable Outcomes. Staff hold planning meetings every half term and these help ensure that activities are well-balanced, purposeful and structured. Planning occurs in themes; a different theme is introduced every half term. Weekly and daily plans are skilfully linked to each theme, thus ensuring that all children have equality of access and opportunity to make progress towards the Desirable Outcomes.

##### **Shortcomings**

No shortcomings were observed.

#### **4.2 The quality of teaching**

##### **Good features**

The Playgroup has a very clear ethos of 'Learn Through Play,' which helps children develop their full potential in a caring, stimulating learning environment. Teaching at the Playgroup is based upon a secure knowledge and understanding of the Desirable Outcomes for Children's Learning. Staff have an excellent understanding of the purpose of activities and high expectations are set for children's achievement and progress. They use a range of effective strategies to promote children's learning, including: skilful questioning techniques; positive, immediate verbal feedback; praise and encouragement. Each child has a key worker who works closely with parents and carers to help ensure that children's needs are fully met. The Playgroup is well managed and organised; functioning successfully from a well-established daily framework. Staff know their roles well and are effective in carrying them out. Methods of grouping and use of resources help promote children's learning. Teaching successfully promotes racial equality and respect for diversity. Children's transition to their next stage of education is very good.

##### **Shortcomings**

Teachers' use of the Welsh is underdeveloped.

### **4.3 The quality of assessment and recording of children's progress and reports to parents and carers**

#### **Good features**

Assessment and recording of children's achievement and progress is effective. The quality of informal assessment is very good; staff know children well and have an excellent understanding of each individual's stage of development. Ongoing records are kept of children's achievement and progress which help identify children's next stage in learning. Each week, staff evaluate the quality of teaching and learning which informs future planning. Parents and carers receive useful written reports on children's progress twice a year.

#### **Shortcomings**

No shortcomings were observed.

### **4.4 The quality of relationships with parents, carers and the community**

#### **Good features**

Relationships between staff and parents and carers are positive. Parents and carers bring children to the Playgroup on time and sessions begin promptly. Staff welcome parents and carers in to the Playgroup and encourage them to spend time with their children, ensuring they are settled and ready for learning. Parents and carers know that they can approach staff at the beginning and end of sessions to discuss their child's progress. There is a notice board at the entrance to the Playgroup, displaying a range of relevant information, including the content of the curriculum. Parents and carers are invited to visit the Playgroup before children begin and they receive a welcome booklet containing information about the Playgroup and its provision. Parents and carers are also given information about the Playgroup's policies and procedures. Parents, carers, individuals and groups from the local community all make a positive contribution to children's achievement and progress.

#### **Shortcomings**

No shortcomings were observed.

## **5.0 THE QUALITY OF LEADERSHIP AND MANAGEMENT**

### **The quality of the leadership and management of the setting**

#### **Good features**

The Playgroup Leader has a critical and reflective approach to her role. She continually explores ways of improving the Playgroup's educational provision; this has a considerable impact upon the quality of provision and standards children achieve. The ongoing improvement for the quality of educational provision of the setting is based soundly on clear aims and objectives. Self-evaluation is undertaken effectively and the information gained from this is used to plan for the future. Communication between adults at the Playgroup is excellent; all staff are fully aware of the Playgroup's plans for future development. The views, opinions and contributions of staff are valued and encouraged; for example, staff have an allocated day each week where they are responsible for preparing and presenting a designated activity. Staff development has a positive impact on the quality of educational provision at the Playgroup. Staff receive termly supervision meetings and annual appraisals, through which targets are set for ongoing professional development. The Playgroup Leader fully encourages staff to access courses made available to the Playgroup. The working relationship with the local Early Years Development and Childcare Partnership is effective and has a positive impact upon the Playgroup's development.

#### **Shortcomings**

No shortcomings were observed.

## **6.0 SPIRITUAL, MORAL SOCIAL AND CULTURAL DEVELOPMENT**

### **The provision for 3-4 year-olds and the provision for 4–5 year olds**

#### **The quality of provision for children’s spiritual, moral, social and cultural development**

##### **Good features**

The Playgroup has very clear aims about values and principles for the provision of children’s spiritual, moral, social and cultural development. Children work well together at Berriew Playgroup where an ethos of care, respect, love and sensitivity towards others is clearly evident. The Playgroup successfully promotes respect for the diversity of beliefs, attitudes, social and cultural traditions. Children are introduced to the Welsh language and culture and traditions of Wales.

##### **Shortcomings**

No shortcomings were observed.

## **7.0 PROGRESS SINCE THE LAST INSPECTION**

The progress made by the setting in implementing the key issues for inspection identified in the last inspection report.

There has not been a previous inspection.

## **8.0 THE KEY ISSUES FOR ACTION**

### **The key issues for action**

#### **The setting needs to:**

- 1. Further develop teachers’ knowledge and understanding of Welsh so that more opportunities are provided for children to respond to Welsh linguistic experiences.**
- 2. Continue to provide high quality education for children.**

**The provider must draw up an action plan within 40 working days, or 45 working days if the plan needs to be translated to or from Welsh, showing how the issues identified above will be addressed. The action plan must be given to all parents/carers with a child at the setting. A copy of the action plan must be sent to Estyn. An evaluation of the action taken will form part of the next inspection.**