



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

**Report following monitoring
Level of follow-up: Estyn monitoring**

**Johnstown Playgroup
Johnstown Community Centre
Heol Kenyon
Johnstown
Wrexham
LL14 2DB**

Date of visit: June 2017

by

**Estyn, Her Majesty's Inspectorate for Education and
Training in Wales**

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The monitoring team

Jonathan Wright	Reporting Inspector
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Outcome of monitoring

Johnstown Playgroup is judged to have made insufficient progress in relation to the recommendations following the core inspection in February 2016.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is increasing the level of follow-up activity.

Estyn inspectors will re-visit the setting in about three months' time to inspect progress against the recommendations.

Progress since the last inspection

Recommendation 1: Raise overall standards, placing strong emphasis on literacy, numeracy and ICT

Limited progress in addressing the recommendation

Most children listen appropriately to adults as part of registration and tooth brushing routines. Many are eager to share their thoughts and ideas with staff and visitors alike. However, many children do not express themselves clearly and continue to demonstrate a limited vocabulary.

A majority of children show an interest in books and are keen to listen to an adult read. They show an appropriate understanding of what books and other reading materials are for and how to handle them. For example, when exploring a comic book about toy trains a few children hold the text correctly and follow the train track with their fingers. A very few children experiment with mark making, for example when using a sketching toy in the outdoor area.

Most children are developing an awareness of number and a very few count with some confidence to ten. A few show simple number recognition up to five, but this is largely under-developed. A very few children are developing a recall of simple shapes and can identify them in their environment. For example, they identify the wheels on a toy bus as circles. However, overall, children's mathematical skills remain variable.

A few children demonstrate appropriate ICT skills, for example when controlling the movement of a character on a computer tablet or when using a simple camera to record pictures of their setting and friends. However, although there has been a minor improvement in provision, this is yet to impact significantly on improving children's ICT skills.

Recommendation 2: Develop planning to ensure progression in learning and guide teaching

Satisfactory progress in addressing the recommendation

Practitioners are beginning to place more emphasis on planning for the development of specific skills. They outline these skills more systematically in appropriately

detailed medium term plans. Practitioners' planning clearly identifies the specific skills that children are developing as part of continuous and enhanced provision and the resources needed.

Practitioners continue to develop their understanding of the requirements of the Foundation Phase. They are beginning to assess children's progress against its requirements. They share these findings usefully as part of transition days with the local feeder primary school. However, practitioners do not assess children's progress to inform future planning well enough. As a result, levels of challenge are not always appropriate. Practitioners are beginning to assess the impact of teaching on the progress that children make, but this is not always specific enough to meet the needs of individual children.

Recommendation 3: Establish effective strategic leadership

Limited progress in addressing the recommendation

Appropriate job descriptions are now in place and staff appraisals now take place on an annual basis. The setting has reviewed the roles of its supervisors and more clearly defined their roles to support the planning of specific activities. However, this is at an early stage of development and has not yet had any notable impact on the quality of planning or improved outcomes for children.

The setting ensures an appropriate range of training opportunities are available to support the needs of practitioners, for example in developing their understanding of good Foundation Phase practice. However, these do not always link clearly enough to the settings' self-evaluation processes, its priorities for improvement or appraisal processes.

The management committee now meets more regularly. Meetings are minuted and, on occasion, include the setting's staff. However, the overall scrutiny of the work of the setting and arrangements to ensure accountability are underdeveloped. This negatively affects the management and allocation of resources in particular.

Recommendation 4: Formalise procedures for resource management

Limited progress in addressing the recommendation

Practitioners deploy the limited resources of the setting appropriately, to meet children's needs. They use all available resources well to support children's learning within each of the setting's areas. The recent purchase of tablet computers is beginning to impact positively on the development of children's ICT skills, although this is at a very early stage of development.

However, overall, there remains no coherent planning of future expenditure linked to the development needs of the setting. This is evident in the lack of literacy and numeracy resources available. This limits children's progress and the development of these skills. The setting's management committee does not have sufficient oversight of the purchase and deployment of resources, which makes it difficult for them to assess if the setting is providing good value for money.

Recommendation 5: Develop planning to help achieve the goals identified in self-evaluation

Satisfactory progress in addressing the recommendation

The setting is beginning to develop a clearer understanding of its priorities for improvement. Its post inspection action plan indicates useful actions to address the outlined recommendations. These clearly identify time frames and areas of responsibility. However, these have not yet had sufficient impact on the quality of provision and the development of children’s skills.

The setting is beginning to develop more effective self-evaluation processes. For example, all staff participate in self-evaluation sessions that usefully reflect upon the work of the setting and identify areas for improvement. The local authority early education link teacher offers valuable support with the setting’s self-evaluation and improvement processes. This is beneficial in developing staff confidence. However, the setting has not fully embedded self-assessment and improvement practices. Senior leaders’ skills in identifying areas for improvement and effective actions to address them are at an early stage of development. As a result, actions identified do not focus on improving children’s outcomes well enough.

Recommendations

In order to maintain and improve on this progress, the setting should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.