



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

A report on

**Llandudno Junction Playgroup
Youth and Community Centre
Brickfield Terrance
Llandudno Junction
LL31 9NG**

Date of inspection: May 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

Llandudno Junction Day Nursery is an English-medium nursery in Llandudno Junction, in Conwy local authority. The setting is registered for 24 children between the ages of two and four years. It offers early education sessions from Monday to Thursday from 9.30 am until 12 pm during school term time between January and July. There are currently six children in receipt of funded early education.

At the time of the inspection there were a very few children identified as having additional learning needs. There are very few children from ethnic minority backgrounds and all children speak English as their first language. No children have Welsh as their home language.

There are four members of staff including the management team. All members of staff work with the three and four-year-old children. The supervisor has been in post since September 2001.

Care Inspectorate Wales (CIW) inspected the setting in January 2018 and Estyn last inspected it in May 2012.

Summary

The setting's current performance	Adequate
The setting's prospects for improvement	Adequate

Current performance

The current performance of the setting is adequate because:

- The setting is welcoming, and practitioners are friendly and approachable
- Practitioners provide an effective range of interesting learning experiences indoors that engage most children successfully
- There is good provision to develop numeracy skills
- Practitioners provide resources to develop children's communication skills well
- The setting has successful arrangements to support children's healthy eating and drinking
- The setting is an inclusive community where all children have equal access to all areas of its provision

However:

- Practitioners use a limited range of ICT resources adequately to support children in developing their ICT skills
- Practitioners do not use assessment information consistently to identify next steps in learning for individual children
- Recruitment procedures do not meet statutory requirements
- Practitioners do not always have high enough expectations of children's behaviour

Prospects for improvement

The setting's prospects for improvement are adequate because:

- The supervisor is committed to making improvements that benefit children
- All practitioners are committed to improving quality
- The setting responds positively to external advice
- Training attended by practitioners has a suitable impact on children's learning
- Partnerships with parents are effective and are continuing to improve
- The setting's systems for identifying its strengths and areas for improvement are appropriate

However:

- Arrangements to manage the performance of staff are not robust enough
- Leaders do not review improvement plans regularly enough, resulting in periods where the setting does not make enough progress
- Success in meeting previous recommendations is inconsistent
- There are no suitable arrangements to oversee or challenge important aspects of how the setting is run

Recommendations

- R1 Improve provision for information and communication technology (ICT) to develop children's skills in this area
- R2 Use assessments to identify and plan the next steps in individual children's learning, systematically and effectively
- R3 Ensure that recruitment procedures meet statutory safeguarding requirements
- R4 Develop positive behaviour strategies to maintain an effective learning environment that supports children's wellbeing and communication consistently
- R5 Improve practice through providing opportunities for all practitioners to reflect on their performance and work towards targets for improvement
- R6 Ensure that the setting's improvement plan is monitored regularly to maintain the pace of progress in priority areas

What happens next?

Her Majesty's Chief Inspector is of the opinion that this setting is in need of focused improvement. The setting will draw up an action plan to show how it is going to address the recommendations. Estyn will monitor the setting's progress on a termly basis.

Main findings

Key Question 1: How good are outcomes?	
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Standards:

Wellbeing:

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

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

Practitioners provide an effective range of interesting learning experiences indoors that engage most children successfully. Medium-term plans cover all areas of the foundation phase curriculum and short-term plans identify cross curricular skills that children can develop in each area of provision suitably. There is a consistent emphasis on learning through play and first-hand experiences, which supports children's learning appropriately.

Provision for developing thinking skills is effective. For example, children investigate floating and sinking through exploring bottles filled with a range of interesting materials in water. However, opportunities for children to develop their problem-solving skills are limited overall. The setting makes effective use of recent visits to the local Royal Society for Protection of Birds (RSPB) to enhance the curriculum. However, children do not have regular opportunities to go on local visits to enrich their learning.

Practitioners provide appropriate opportunities for children to develop their physical skills throughout the setting. These include the use of equipment to develop children's gross and fine motor skills, such as rakes, scissors, puzzles and threading natural objects, such as conkers and leaves. They use action songs well to engage children in a range of whole body movements. There is no outdoor area available to the setting, which limits the opportunities for children to engage in large scale movements. Practitioners plan daily indoor physical play sessions, such as throwing and catching with a range of different sized balls. This presents children with appropriate challenge and enables many children to develop their skills successfully.

There is good provision to develop numeracy skills. Children have regular opportunities to sort, count and recognise numbers and shapes. Role-play provision, such as the farm shop, supports children's numeracy skills well. Practitioners provide opportunities for children to count, explore money, sort vegetables and compare size and weight. This has a positive impact on children's progress in developing mathematical skills.

Practitioners provide useful opportunities for children to develop their communication skills appropriately. They support children to join in with conversations and ask relevant questions. Practitioners provide resources to stimulate conversation well. For example, they display sheep's wool and a range of dairy products alongside pictures of farm animals. However, the level of noise in the room is very high, which impacts negatively on the quality of interactions for almost all children.

A few practitioners share books and stories with children and model how to handle books with care. The environment is full of examples of written language, with many captions and labels written in both English and Welsh. Practitioners provide appropriate opportunities for children to take part in mark making activities, using chalk, crayons and felt pens. However, resources are limited to either one or two options providing children with very little choice. Practitioners provide effective provision for developing children's understanding of writing for different purposes, such as writing receipts in the role-play shop.

Practitioners use a limited range of ICT resources adequately to support children in developing their ICT skills. Children enjoy playing with light blocks, used mobile phones and a toy till. However, opportunities to use ICT equipment are limited and, as a result, most children's skills in this area are not developed well enough.

Practitioners plan appropriately to support children's skills in Welsh. They model Welsh through singing songs, reading stories, counting and using Welsh words and phrases during group times. Children respond well to this and join in with enthusiasm. However, outside of group time there are very few opportunities for children to develop their Welsh language skills.

Teaching: Adequate

A majority of practitioners have a sound understanding of foundation phase practice. They use a useful range of strategies to encourage and to motivate children to learn. Practitioners use resources imaginatively to capture children's interests. They combine adult supported activities with children's free play effectively. As a result, a majority of children sustain interest in tasks and enjoy periods of uninterrupted learning.

Activities build suitably on children's interests as practitioners observe how well children have engaged with different resources and activities. For example, they set up a laundrette to extend children's interest in domestic role-play. Practitioners provide children with a range of activities to choose from. However, they do not always provide enough challenge in activities to make sure that children develop skills at an appropriate rate.

The majority of practitioners are good language role-models and introduce new vocabulary to children, such as 'leek' and 'pepper' when talking about the vegetables they can buy in the shop. They use questioning appropriately to support children's play and to help them make choices about what they would like to do next. However, they do not use a range of questions well enough to extend children's learning and develop their thinking skills. A very few adult interactions with children are abrupt and loud. This impacts negatively on a very few children's wellbeing and engagement.

The setting has relevant procedures to observe children and assess their progress. Practitioners observe children during their first four weeks at the setting and identify what they can do already. They are beginning to track children's progress over time appropriately using the foundation phase profile.

The supervisor records useful observations on weekly planning to show children's progress and responses to provision. However, practitioners do not use this information consistently to identify next steps in learning for individual children and provide sufficient challenge for the more able. Practitioners do not always keep parents and carers well enough informed about how their children are progressing in their learning.

The setting has developed a satisfactory range of strategies to promote positive behaviour and many children respond to these well. A few practitioners make appropriate use of positive feedback to encourage children, for example 'good sharing' and 'good listening'. However, they do not always have high enough expectations of children's behaviour. For example, they do not address noisy and boisterous play consistently. This has a negative impact on the wellbeing of a minority of children and on learning for the majority of children.

Care, support and guidance: Adequate

The setting has successful arrangements to support children's healthy eating and drinking. During snack time, practitioners encourage children to eat a range of foods, such as grapes and apples, and provide water or milk to drink. Most food options are healthy, and children make choices about what they would like to eat. The setting provides appropriate opportunities for children to take regular physical exercise. This develops children's co-ordination successfully and encourages them to adopt a healthy life-style.

A majority of practitioners are good role-models and support children to develop respect for others and a sense of right and wrong. They encourage children to share equipment and to take care of resources appropriately. As a result, a majority of children learn to co-operate with each other well. For example, they find a police helmet for a friend who is wearing a police jacket and share sand toys independently.

A beneficial range of learning experiences foster children's spiritual and cultural development appropriately. Practitioners foster a sense of awe and wonder in children through encouraging them to observe birds and mini-beasts during recent visits to the RSPB nature reserve. Children have appropriate opportunities to find out about other cultures, such as learning about Chinese New Year.

Practitioners provide meaningful opportunities for children to learn about sustainability. For example, they encourage children to put their waste food in the composting bin and use recycled materials in their play.

There are beneficial processes to support children with additional learning needs. The setting has effective links with a range of support agencies to ensure that it meets children's individual needs appropriately.

Practitioners ensure that the learning areas are safe for children. However, the setting's arrangements for safeguarding do not meet all requirements and give cause for concern. This is because the setting does not follow safer recruitment procedures well enough.

Learning environment: Adequate

The setting is welcoming, and practitioners are friendly and approachable. It is an inclusive community where all practitioners encourage children to take part and provide them with equal access to all areas of the setting's provision. Practitioners lead by example in encouraging children to show tolerance towards one another and respect for the setting's equipment. For example, they explain why they need to sit down at story time. As a result, a majority of children play and learn happily.

The setting has suitably qualified practitioners to meet the requirements of the foundation phase. It is situated within a community centre, which has no suitable outdoor area for children to access. The setting has considered using additional outdoor play areas, resulting in the recent visits to the RSPB nature reserve. The setting's accommodation is secure, although it is not well maintained. The acoustics within the nursery classroom amplify noise, which impacts negatively on creating a calm learning environment.

The supervisor makes creative use of the space indoors, which is well laid out and organised. There is a sufficient range of good quality resources that are generally of good quality and appropriate for the age of the children. However, some chairs are too big for the children using them. Designated learning areas make most resources easily accessible for children.

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

The supervisor and deputy supervisor work effectively with setting staff to provide a caring and stimulating environment for all children. The supervisor manages practitioners and children appropriately to ensure that the setting runs smoothly, following well-established routines. She ensures that practitioners work well together and understand their roles and responsibilities. For example, she explains her expectations to practitioners before the beginning of each session. The supervisor has a clear vision, which is to create an inviting environment for children where they can learn successfully.

Arrangements to manage the performance of staff are not robust enough. The setting has not been able to form a management committee. Therefore, there is no suitable person available to carry out an appraisal with the supervisor. Appraisal procedures for practitioners do not provide adequate opportunities for them to discuss and reflect on their performance. Targets for improvement are not in place.

A majority of staff take advantage of opportunities for continuous professional development and strive to improve their performance. The impact of training on the quality of the provision is inconsistent. However, there have been improvements in opportunities for children to develop their numeracy skills.

There is a range of beneficial policies and procedures to support the organisation of the setting. The supervisor shares these during the induction of new staff effectively. However, a few policies are not written clearly enough. As a result, a minority of practitioners do not understand a very few important procedures well enough. For example, they are unclear of the procedure to follow if a safeguarding concern is raised about the setting's safeguarding officer.

The supervisor is aware of local and national priorities and there is an effective focus on developing children's literacy and numeracy skills.

Improving quality: Adequate

The setting's systems for identifying its strengths and areas for improvement are appropriate and all practitioners are committed to improving quality. The supervisor has a reflective approach and makes good use of support from the local authority advisory teacher to inform the self-evaluation process. Almost all practitioners contribute to the self-evaluation document which identifies strengths and areas for improvement. However, it does not identify what the children can do well and what they need more help with clearly enough.

The improvement plan sets out areas that the setting has identified as requiring improvement. The document sets out actions, staff responsibilities and time scales. However, leaders do not review improvement plans regularly enough, resulting in periods where the setting does not make enough progress against its targets for improvement.

A majority of staff take advantage of opportunities for continuous professional development and understand the need for improvements. This has a positive impact on the quality of the provision in some areas, for example the good provision for developing children's numeracy skills. However, procedures to ensure that training improves outcomes for children consistently are ineffective.

The setting has made suitable progress in addressing the recommendations from the previous inspection.

Partnership working: Adequate

The setting has an appropriate range of partnerships that improve the quality of provision and outcomes for children.

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. For example, the setting shares the topics it covers during the term on the parent's noticeboard.

The setting gives useful information to parents when their children register at the setting and there are appropriate arrangements for children's induction. However, procedures to ensure children's smooth transition to school are limited and there are no strong links with the school the setting feeds.

The setting has useful links with the local authority and receives regular advice and support from the advisory teacher. This has led to regular improvements in standards and provision. It makes suitable use of its connections with professional organisations and other external agencies.

Resource management: Adequate

The supervisor makes sure that the setting has enough well-qualified and well-trained practitioners to deliver the foundation phase curriculum. Resources are sufficient and of good quality. For example, there is a wide range of equipment to support role-play.

Almost all staff attend training regularly. However, systems are not in place to ensure that staff access training based on needs identified through the appraisal process. Practitioners make appropriate use of training to improve provision. For example, they have improved the use of activities to develop children's numeracy skills.

Leaders use funds appropriately to address priorities. For example, the setting recently purchased a range of ICT equipment to enhance provision in this area. The supervisor and deputy supervisor monitor the setting's budget appropriately and have suitable systems for keeping spending under review. In view of the quality of provision and leadership, the setting provides adequate 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	<p>Care Inspectorate Wales (CIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<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 partnerships conditions of registration.</p>
Foundation Phase	<p>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</p>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings that provide education for three and four-year-olds.</p>
Mudiad Meithrin	<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>
Professional Association for Childcare and Early Years (PACEY)	<p>This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.</p>

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