



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

**A report on**

**Ty Du Playgroup  
Old School Canteen  
St John's Crescent  
Rogerstone  
Newport  
NP10 9FL**

**Date of inspection: December 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
<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

Ty Du Playgroup is an English-medium setting in Rogerstone in Newport local authority. The setting is registered for up to 25 children from the ages of two years and three months to four years. It offers morning and afternoon sessions from Monday to Friday during school term times.

At the time of the inspection, there were six children in receipt of funded early education. Five practitioners work part-time at the setting. They include the manager and deputy manager, a new member of staff and two apprentices who have joined the team recently. The manager has worked at the setting for over 30 years and took up her current post in 2010.

The setting has identified a very few children as having additional learning needs. Most children are white British and have English as their home language. None speak Welsh at home.

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

## 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 current performance of the setting is good because:

- Most children are happy and make good progress from their starting points
- There is a warm and nurturing ethos in the setting
- The setting provides worthwhile resources and the learning environment is organised well
- Practitioners provide a good range of interesting experiences indoors and outdoors that engage children's interest successfully
- Most children make independent choices about the activities they want to engage with and persevere well
- Most children develop positive attitudes towards learning and are eager to try new activities
- Most children interact positively with one another and with practitioners

### Prospects for improvement

The setting's prospects for improvement are good because:

- Leaders work together well and are committed to improving the quality of the provision
- All practitioners understand their roles and responsibilities and work together successfully to ensure that sessions run smoothly
- The setting's arrangements for identifying its strengths and areas for improvement are effective
- The setting has a beneficial range of partnerships, which supports children's learning well and enriches their learning experiences successfully

## Recommendations

- R1 Improve children's information and communication technology (ICT) skills
- R2 Ensure that all staff benefit from worthwhile professional development opportunities
- R3 Use information from assessments to plan the next steps in children's learning effectively, to meet their individual needs

### **What happens next?**

The setting will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

During their time at the setting, nearly all children make good progress from their starting points. Most develop strong speaking and listening skills. They join in songs and rhymes with real enthusiasm, pay attention when others are speaking and follow instructions well. Most communicate with one another effectively in their play. They speak in clear simple sentences and make themselves understood successfully. Many children show an interest in books and choose to read in the book corner during free play. During story time, most children respond well, especially to familiar stories. They comment on what is going to happen next and laugh together at the amusing antics of the characters.

Many children enjoy mark making activities and handle a range of equipment such as scissors, felt pens, glue sticks and whiteboards with confidence. Many are beginning to write their name to identify their work and a few do this independently.

Most children's numeracy skills are developing effectively. Most join in with familiar number songs and rhymes and count by rote to ten. Many count objects accurately to five and a few to at least ten. During the course of their play many use simple mathematical language correctly. For example, they compare the length of different bricks when they build together in the construction area.

Most children's physical skills are developing well. Nearly all children handle and use small tools and equipment such as pens and pencils, cutters in the playdough and scissors effectively. For example, they use scissors skilfully to open their own packets and snacks at lunch time. Nearly all develop good gross motor skills when playing in the outdoor area, such as climbing a slide and steering a scooter carefully.

Most children develop a narrow range of ICT skills appropriately. Many use simple torches independently and understand how to adjust the volume on a cassette player by pressing the buttons. A few children access and use the camera function on a simple tablet computer successfully. However, only a very few children develop their ability to use ICT devices independently well enough.

Most children are developing their understanding and use of simple Welsh words and phrases well. For example, when practitioners ask them to count or name colours, many respond in Welsh rather than English.

### Wellbeing: Good

Nearly all children arrive at the setting happily. They are eager to see the practitioners and talk excitedly about what they have been doing at home.

Most children make positive choices about what they would like to do, and go and get the equipment they need independently. Nearly all are busy throughout the session and sustain interest and concentration in their chosen tasks for appropriate periods.

They co-operate well with one another and understand that they need to share and to take turns. The setting has developed a good range of strategies to promote positive behaviour. As a result, nearly all children understand what is expected of them and behaviour is good throughout the sessions.

Nearly all children follow instructions successfully and respond well to daily routines. They make positive contributions to group times when they join in with familiar songs and discussions about what they have been doing. Nearly all are developing their independence effectively such as pouring their own drinks, putting on and taking off their coats and wellingtons when they go outside, and helping to tidy up at the end of the session.

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

Practitioners work together successfully to meet the needs of young children well. They provide a wide range of stimulating learning experiences both indoors and outdoors that engage nearly all children effectively across all areas of learning. They adapt their plans flexibly to allow children to be independent and follow their own interests. For example, on a recent walk around the neighbourhood, children found sticks on the ground and asked if they could make magic wands. Practitioners responded to develop this into a productive creative activity where children hunted for suitable straight sticks to decorate before creating their own spells.

Practitioners focus well on developing children's literacy and numeracy skills. They encourage children to develop their verbal communication skills effectively through their discussions during circle time and ask appropriate questions to promote their thinking skills. The book corner and well-resourced mark making area provide children with a wealth of opportunities to practise their early reading and writing skills. Practitioners develop children's responses to the stories they read particularly well when they encourage them to retell the story independently to an adult.

The setting has recently improved provision for developing children's ICT skills. There is a sufficient range of equipment available including tablet computers, a cassette player, and digital torches. However, practitioners do not plan well enough to develop children's ICT skills systematically over time.

Practitioners use Welsh regularly as part of their daily routines. This supports children's understanding of the language successfully and as a result, children use the words and phrases they have learned independently and with confidence. Children have appropriate opportunities to learn about their Welsh heritage through their St David's Day celebrations and learning about castles around Wales.

The setting promotes children's physical development effectively. For example, practitioners provide a worthwhile range of opportunities for children to practise their fine motor skills indoors through activities such as cutting and sticking, small construction, pegboards and threading beads. They plan valuable opportunities for children to develop their physical skills outdoors, including balancing and steering wheeled vehicles.

Practitioners make worthwhile use of the local neighbourhood to enrich children's learning experiences. They take regular walks around the neighbourhood to see the changing seasons and they visit local shops where they buy bread to make sandwiches or choose special stickers for their Christmas cards.

### **Teaching: Good**

Practitioners create a calm and happy learning environment. They have high expectations of children's learning and place a strong emphasis on developing children's independence. Practitioners work together well as a team. They demonstrate a good understanding of when to intervene to help move learning on and when to take a step back to enable children to explore and investigate for themselves. The setting's routines are well established and practitioners manage children's behaviour effectively and consistently. As a result, children behave well throughout the sessions.

Practitioners work together successfully to provide a range of interesting opportunities for children to learn through first hand experiences. They ensure that there is a suitable balance between adult-led and child-initiated activities and respond positively to children's interests. Practitioners encourage children to develop their verbal communication skills successfully through their discussions during circle time and through regular interactions. As a result, many children are confident when speaking to visitors and talk animatedly about what they are doing.

Lead practitioners use the foundation phase assessment profile effectively to establish children's starting points. The setting has suitable procedures for assessing and tracking children's progress. They record observations appropriately and use the information informally to identify individual children's next steps and to support their planning. However, these procedures are not well enough established as a formal part of the setting's work to be fully effective. Practitioners keep parents well informed about their child's achievements and wellbeing through daily contact and regular newsletters.

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

Practitioners promote children's health and wellbeing successfully. They have useful policies and procedures that support this aspect of the setting's work effectively. Practitioners provide daily opportunities for children to learn about good hygiene, and healthy eating and drinking. Practitioners provide suitable opportunities for children to begin to learn about sustainability suitably. For example, they encourage children to take empty packaging from lunchtime home, and discuss with them how they can recycle their paper, plastic and aluminium foil.

The setting supports children's social, moral, spiritual and cultural development well. Practitioners provide ample opportunities for children to experience awe and wonder about the world around them. For example, they encourage children to notice the changing seasons on their walks around the local area.

The setting has well-established procedures for the early identification additional learning needs. Practitioners work closely with specialist services to secure appropriate support and advice. They review children's progress regularly and ensure that they keep parents fully informed.

The setting's arrangements for safeguarding meet requirements and give no cause for concern.

**Learning environment: Good**

The setting is a warm and welcoming community where all children have equal access to activities and are valued and treated with respect. Practitioners take good account of children's individual needs and as a result, children feel valued and grow in confidence and self-esteem.

Practitioners are suitably qualified and experienced in working with young children. They provide plenty of good quality resources indoors and outside that support children's learning well. Practitioners set these out and store them carefully so that children can choose what they want to use independently. The indoor environment is well organised and attractive. It is safe and maintained well. There is a secure outdoor area that the setting uses effectively to support children's learning. For example, practitioners provide worthwhile opportunities for children to develop their understanding of the natural environment as they dig and plant flowers, fruit and vegetables.

A selection of children's work and educational information displays enhance the learning environment effectively. The setting uses local facilities well to support children's learning. For example, practitioners take children to visit shops and play in the local park.

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

The setting leader and her deputy know the setting well and share a clear vision for continuous improvement. Leaders share day-to-day responsibilities effectively. All practitioners understand their roles and responsibilities appropriately. Leaders involve them well in the setting's work, and encourage them to contribute ideas and suggestions to support day-to-day activities..

Through annual appraisal meetings and termly supervision sessions, leaders identify practitioners' personal training and development needs effectively. However, they are less successful in securing opportunities for regular professional development. Leaders welcome external advice and use the information well to develop the work of the setting further.

The setting pays good attention to local and national priorities. As a result, the setting's provision to support children to develop healthy lifestyles, and provide opportunities for them to learn outdoors are well established.

**Improving quality: Good**

Arrangements for identifying strengths and areas for improvement within the setting are well established. The lead practitioner carries out a worthwhile annual self-evaluation. As part of the process she takes into account the views of staff and parents and welcomes the advice of professionals who visit the setting. Leaders use information from their self-evaluation to identify appropriate priorities for improvement

and set targets that they work towards effectively. For example, recent targets for improvement include encouraging new practitioners to use Welsh words and phrases regularly and to develop children's thinking skills by using open-ended questions. These have already had a positive impact on the quality of the setting's provision. Leaders identify clearly who will be responsible for different priorities and how they will know that they have succeeded. However, they do not set firm enough timescales to complete actions or monitor progress, to ensure that they move forward consistently well.

The setting has made worthwhile progress in addressing the recommendations from the previous inspection. In particular, they have improved children's opportunities for learning in the outdoor area.

### **Partnership working: Good**

The setting has a beneficial range of partnerships, which supports children's learning well and enriches their learning experiences successfully. Practitioners share useful and relevant information with parents effectively through daily contact and via the setting's noticeboard and newsletters. Parents appreciate the 'open door' policy of the setting and feel comfortable to approach practitioners to discuss their child's progress and any concerns.

There is a worthwhile partnership with the local authority advisory teacher, and practitioners welcome this advice and support. This has led to regular improvements such as in the quality of the learning environment, and opportunities for learning outdoors.

Arrangements for children's induction into the setting are well established. Initial visits are flexible and organised to suit the individual needs of each child, enabling them to settle easily and quickly. However, arrangements to support children when they move on to the next stage of their education are less well developed.

Practitioners have developed positive links with the community and use these well to extend children's experiences. For example, they take children to visit the local churchyard to collect pinecones and look for signs of autumn.

### **Resource management: Good**

The manager ensures that the setting has enough suitably qualified practitioners to support the delivery of the foundation phase curriculum effectively. They deploy staff successfully to ensure that sessions run smoothly. Leaders attend training courses provided by the local authority related to their practice regularly. They review the impact of training consistently to ensure that the setting benefits from this. For example, training on the use of the outdoors has led to improved opportunities for children to develop their skills in the outdoor area. However, currently, there are not enough opportunities for all practitioners to benefit from professional development.

The manager oversees the budget appropriately and spending decisions are in line with targets in the setting's improvement plan. Through discussions with the staff she ensures that the setting has plenty of good quality resources such as new wooden building blocks and a useful range of resources to support children's understanding of cultural diversity. This supports the delivery of the foundation phase well.

In view of the quality of the provision and the positive outcomes achieved by the children, the setting provides good value for money.

## 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>CIW</b>	Care Inspectorate Wales (CIW) is a division of the Department of Public Services and Performance in the Welsh Government.
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	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.
<b>Foundation Phase</b>	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
<b>Foundation Phase child development assessment profile (CDAP)</b>	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012
<b>Local authority advisory teacher</b>	These teachers provide regular support, guidance and training to non-maintained settings that provide education for three and four-year-olds.
<b>Mudiad Meithrin</b>	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
<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 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