



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Broad Haven Playgroup
Village Hall
Broadhaven
Haverfordwest
SA62 3JT**

Date of inspection: October 2011

by

Mary Dyas

for

**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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About the setting

Broadhaven Playgroup serves the area around the village of Broadhaven on the Pembrokeshire coast. The setting meets in the village hall which is adjacent to the local Baptist Church and opposite the village school. It serves a semi-rural area and the children who attend are considered to be from homes which are neither advantaged nor disadvantaged. Although the hall does not have any outside space the setting is allowed free access to an adjacent area owned by the local Baptist church. Two or three times a week the children also make use of the playground and garden area in the primary school directly opposite to enhance their opportunities for physical play.

None of the children speak Welsh at home and all have English as their main home language. Although none of the children currently attending the setting have additional learning needs, the setting welcomes children of all abilities and has made appropriate provision in the past.

The setting takes children from 2 ½ years until they leave to attend primary school and is open for five mornings a week from 9.15 – 12.00 noon with Friday mornings particularly set aside for children aged over three years to support them in their preparation for mainstream school.

At the time of the inspection ten three-year-olds and two four-year-olds were in receipt of funded educational provision from the Local Authority.

The setting was last inspected by the Care and Social Services Inspectorate Wales in July 2010 and by Estyn in April 2006.

Summary

The Setting's current performance	Good
The Setting's prospects for improvement	Good

Current performance

The setting's current performance is good because:

- All children make good progress and achieve well
- All children are happy and relaxed in the setting
- It provides a wide range of varied and interesting activities which engage the children and motivate them to learn
- There are warm and caring relationships between children and staff

Prospects for improvement

The prospects for improvement are good because:

- The setting leader and her staff have a very positive attitude towards improvement
- There is good evidence that improvements have been identified, carried out and sustained over time

Recommendations

The recommendations for improvement are to:

R1 Improve standards in, and provision for, Welsh language development

R2 Continue to develop the process of self-evaluation in order to identify strategies and areas for improvement which will inform the setting's development planning

R3 Continue to develop the process of assessment to include more specific identification of the next steps in children's learning and to share this information with parents and carers

What happens next?

The setting will produce an action plan that shows how it will address the recommendations

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

The progress of all children is good and they achieve well. Almost all children's numeracy and mathematical skills are good. Most count by rote accurately and confidently to at least 10 and several older children to 20. All children are developing their ability to count objects accurately and most are able to identify up to three objects without counting.

Most children communicate clearly and are confident to talk to adults about what they are doing and nearly all carry out instructions promptly. All children enjoy stories in both English and Welsh and all show an interest in books and their content and handle them correctly. Many choose to look at books without an adult during their play. The majority practise writing and take opportunities to write notes on pads, using them across several different areas of learning. Older children write their names and are able to recognise some individual letter sounds.

Most children are making good progress in their understanding and use of ICT as they play confidently with a range of electronic toys and equipment. The Majority of children understand the simple Welsh words and phrases to which they have been introduced and a small minority of older children are beginning to use Welsh colour words spontaneously.

Wellbeing: Good

All children are happy in the playgroup and enjoy their experiences. The warm relationships they have with their practitioners make them feel safe, happy and confident. All have a good understanding of the importance of healthy eating and that good food and exercise are important to make them healthy. Most identify healthy foods and things they should not eat. All children know that they need to wash their hands after using the toilet and also before snack.

All children develop a positive attitude towards learning which they demonstrate by taking an active and enthusiastic part in their learning experiences. All children behave well and are polite and show consideration for others when taking turns sharing equipment.

Most children make friendships in the setting and show care and concern for one another. They are developing an understanding of the needs of other people in the community and around the world through their involvement in fund raising activities.

Children play in self selecting groups, in pairs and independently depending on the activity in which they are involved. They understand the need to play sensibly and to be considerate of others and most share and take turns well.

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

The playgroup provides children with a wide range of interesting and stimulating activities. Planning is done collaboratively but does not yet include children's ideas. It is flexible and provides for continuity in children's learning. There is good provision to develop children's communication, numeracy and information technology skills and the curriculum meets the Foundation Phase learning outcomes. Good use is made of the available outdoor areas to extend the children's learning experiences.

Although Welsh is well used during registration time, practitioners do not use Welsh words incidentally throughout the sessions. Children count in Welsh regularly when prompted and many know colours in Welsh when asked. All children celebrate and learn about Welsh culture and traditions when they celebrate St David's Day. They visit places outside the setting regularly, particularly around the village, and learn from visitors to the setting.

All children are beginning to learn about sustainability and global citizenship as they take part in recycling plastic and paper which they sort into different containers. They also help to save scraps from their snacks for composting. There are many opportunities for children to learn about other cultures and communities through celebration of a wide range of festivals and also through the setting's support of two children from third world countries.

Teaching: Good

All practitioners demonstrate an understanding of the requirements of the Foundation Phase and support the children well in their learning using good questioning skills. There is an appropriate balance of child-selected and adult-led activities and adult support is well directed at developing children's thinking skills and at developing their language. Resources are well used to support the teaching and learning. Practitioners are very concerned about the welfare of the children and provide a warm and caring environment which enables children to thrive and to make good all round progress.

Practitioners make useful and evaluative observations of children's learning and achievements during the sessions. Children's progress and wellbeing are tracked across all areas of learning and are noted in their individual profile. The setting also completes the Local Authority's Moving On record for transition to mainstream school. Parents and carers have an opportunity to visit the setting to discuss their child's progress in the summer term following receipt of a simple written report covering the areas of learning of the Foundation Phase.

Care, support and guidance: Good

The setting has good arrangements to ensure children's health and wellbeing and arrangements for the support of children with additional learning needs. Good procedures are in place to ensure that children settle quickly when they start at the playgroup. The setting provides a warm and welcoming environment for the children. Almost all children attending the playgroup move on to the local primary school which works closely with the setting to ensure a smooth transition. The provision on Friday mornings is provides more specifically focussed language and mathematical activities to support pre-school aged children and includes visits to the school playground at breaktime.

The setting has procedures and an appropriate policy for safeguarding. All practitioners have received up to date training and understand their roles and responsibilities. Other policies are appropriately detailed and relevant. Learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development.

Learning environment: Good

Broadhaven Playgroup is an inclusive community where all children have equal access to all areas of the settings provision. A particularly strong feature of the setting is the very positive ethos where staff and children are valued and respected. Behaviour is good and few examples of inappropriate behaviour were seen during the inspection. Most children share well and take an interest in each other. The physical environment is appropriate for physical disabilities and would enable full participation in all activities.

The setting employs sufficient appropriately qualified practitioners to deliver the Foundation Phase curriculum. Practitioners work together as a strong team to create a stimulating learning environment and make effective use of the good range of available resources. They guide and support the children in their chosen activities and use questioning well to develop children's language. The resources available support the teaching and learning and are readily accessible to the children. The accommodation is in good decorative order with recent examples of children's work on display and interesting activities both indoors and outside encourage children's involvement.

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

The setting manager knows her setting well and motivates her staff positively. All staff are warm and friendly and this creates a caring environment where children are enabled to thrive. A clear sense of purpose and a desire for improvement is shared by the whole staff team. All are keen to receive and act on advice and suggestions in order to raise standards in the playgroup. The setting is managed by a Management Committee which comprises parents and carers of children who attend the playgroup.

The setting has clear policies and aims which are understood and implemented by all practitioners. There is a well established appraisal system in place to support and improve staff. Practitioners respond appropriately to national and local priorities and are fully involved in training and developments connected with the Foundation Phase

Improving quality: Good

Practitioners are strong in their informal self-evaluation but formal self evaluation in the setting is still in its early stages. There is, however, a positive culture of informal reflection on practice. The recently produced self-evaluation document is a useful one which identifies many of the setting's strengths and appropriate targets for improvement. Evaluation of improvements in terms of children's progress is still at an early stage of development. The manager has links with other registered providers in the area and has attended meetings to share ideas and good practice. The setting has recently obtained the Wales Preschool Providers Association Quality Award.

Partnership working: Good

Practitioners are part of the local community and relationships with the parents of the children in their care are very positive. Results from the parents' questionnaires show that parents are very satisfied with the care and the learning experiences provided for their children. Parents are provided with a half termly overview of the weekly activities proposed for their children.

Very good links exist between the setting and the primary school. In addition to the school enabling the playgroup to use the outdoor facilities and to attend special events, the reception teacher has provided good advice for the Friday morning pre-school activities. Overall, such arrangements are very beneficial and also ease the transfer of children to the next stage of their education.

The setting is a member of the Wales Pre-school Providers Association. It enjoys a very positive relationship with the Early Years link teachers from the local authority who provide support and advice. There is clear evidence that this advice has been acted on to improve provision for the children.

Resource management: Good

The setting has a good range of up-to-date resources which contribute effectively to children's learning. Good use has been made of the available space outdoors to provide a range of interesting learning experiences for the children. The manager deploys staff on a daily basis appropriately and makes positive use of their individual strengths.

The management committee has an appropriate understanding of the budget and the setting provides good value for money.

Appendix 1

Eleven questionnaires were returned.

Most parents and carers are positive about the playgroup and agree that:

- they are satisfied with the setting
- their child likes the setting
- their child is making good progress
- their child is encouraged to be healthy
- their child is safe in the setting
- they are comfortable about approaching the setting with a problem
- the setting is well run

Almost all parents and carers say :

- teaching is good
- their child is treated fairly and with respect
- their child is well prepared for moving on to school
- they are well informed about their child's progress

Responses to discussions with children

All children know the staff well and understand they can go to any of them for comfort, help or guidance as required. Nearly all have begun to establish simple friendships and co-operate well in group activities such as playing together on the indoor climbing equipment and using the bikes.

Appendix 2

The reporting inspector

Mary Dyas	Reporting Inspector
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Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.uk)

If available, the data report can be found on our website alongside this report.