



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

A report on

**Penmorfa Playmates Playgroup
Ysgol Penmorfa
Dawson Drive
Prestatyn
LL19 8SY**

Date of inspection: March 2019

by

Care Inspectorate Wales (CIW)

and

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

About Penmorfa Playmates Playgroup

Name of setting	Penmorfa Playmates Playgroup
Category of care provided	Full day care
Registered person(s)	Sue Baker
Responsible individual (if applicable)	NA
Person in charge	Lisa Oldroyd
Number of places	30
Age range of children	2 o 4 years
Number of children funded for up to two terms	15
Number of children funded for up to five terms	0
Opening days / times	9am to 3pm, Monday to Friday
Flying Start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	No
Date of previous CIW inspection	01/11/2017
Date of previous Estyn inspection	01/03/2012
Dates of this inspection visit(s)	13/03/2019
Additional information	Nearly all children speak English as their first language. The setting has identified a few children as having additional learning needs.

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Adequate
Leadership and management	Adequate

Non-compliance

We have advised the registered person that improvements are needed in relation to suitability checks as the setting has not obtained references for all volunteers (Regulation 28), providing appropriate supervision for practitioners (Regulation 29) and ensuring all aspects of the outdoor provision promotes children's welfare (Regulation 20) in order to fully meet the legal requirements.

A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the setting. We expect the responsible person to take action to rectify this and it will be followed up at the next inspection.

Recommendations

- R1 Ensure that children develop and apply their information and communication technology (ICT) skills effectively and progressively
- R2 Ensure all children's accident and incident forms are signed by parents consistently
- R3 Improve planning to ensure that all children, including more able children, are challenged appropriately
- R4 Ensure that risk assessments meet all the settings needs and are regularly reviewed and dated
- R5 Improve monitoring procedures to ensure that all policies and procedures are followed effectively and consistently
- R6 The registered person must address all non-compliance identified during the inspection

What happens next

The setting will draw up an action plan to show how it is going to address the recommendations. Estyn and CIW will monitor the setting's progress.

Main findings

Wellbeing: Good

Nearly all children make confident choices about where they want to play and choose resources independently. For example, they describe how they enjoy playing with the sand and fill their favourite purple shell bucket excitedly. Many children contribute well during group activities. They ask and answer questions effectively. For example, when they discuss teddy bears, they explain that their teddy is “in bed upstairs”. A majority are effective communicators and are confident that practitioners listen to their requests.

Nearly all children settle well and separate from their main care givers happily on arrival. They form positive attachments with practitioners which make them feel secure and relaxed. For example, many children choose to play alongside practitioners and chatter happily with them. Most children are familiar with the setting’s routine and this helps them to feel secure.

Nearly all children are beginning to play alongside or with others at a developmentally appropriate stage. They are learning to co-operate and share with their friends successfully. For example, they take turns to use the controls when they play with battery operated cars. Many develop their social skills effectively, for example, they say please and thank you throughout the session. They enjoy tidying up and respect toys and equipment well. For example, they help their friend to sweep the spilled sand from the floor and pour the contents into the bin. Nearly all children behave well in line with their age and stage of development.

Nearly all children are well motivated and interested in their play. For example, they join in a dancing activity enthusiastically, and enjoy moving their bodies in different ways and jumping to the rhythm of the disco lights. A majority of children develop their thinking skills successfully and persevere well when faced with a challenge. For example, when a stage they have built from wooden blocks collapses, they consider how to make it stronger and re-build it with support from a practitioner.

Most children develop a range of skills effectively in line with their stage of development. For example, they put on their wellington boots in preparation for outdoor play and place their plates in the washing up bowl after lunch independently. Many follow their own interests well. For example, they look at maps carefully and draw their own to help them find ‘the treasure’ with support.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good

Most children enter the setting with skills and knowledge expected for their age. During their time at the setting they make good progress, particularly in the development of their personal and social skills. For example, they tidy away group time mats independently without being prompted. Many children are beginning to play cooperatively such as when they bang a drum together or select food for a friend in the role-play shop.

Most children listen attentively. They pay good attention when others are talking and allow others to speak without interrupting them. Many children speak clearly, and a few ask questions such as “do you want a car?” Many children understand and follow instructions successfully. For example, they listen carefully to a practitioner as they measure ingredients when making play dough.

During group time, most children listen well, and a majority repeat simple phrases from a well-known story enthusiastically. They recognise their name, and many say the first sound of their name with little help. Nearly all children enjoy mark making with a range of equipment and a minority are beginning to develop an understanding of writing for a purpose. For example, they attempt to write their name on their art work.

Most children’s numeracy skills develop well from their starting points. They say numbers in order to ten confidently and count accurately to at least five when finding out how many children are at nursery. Many children use mathematical vocabulary regularly in their play. For example, they describe themselves as ‘big’ when standing on a wooden block or say, “I’ve got three, you have two,” when collecting milk cartons with a friend.

Most children explore their environment confidently and a majority are developing their thinking skills and curiosity successfully. For example, they observe what happens as they drop sticks into a deep puddle with interest and try out different approaches to paint with thick mud.

Most children develop their physical skills effectively. For example, around half jump confidently into muddy puddles and a few make up a simple running game in the rain. They enjoy using a range of tools such as large chalk, rolling pins and pegs effectively.

Many children access and use ICT equipment appropriately. For example, they operate simple battery-operated cars and a recycled till effectively. However, children do not make sufficient progress in developing their ICT skills over time.

During their time at the setting, most children develop their Welsh language skills well in relation to their starting points. They respond to a range of Welsh words and phrases positively and join in with simple Welsh songs with encouragement from practitioners. A majority of children count to five in Welsh and a very few say numbers in order to ten independently.

Care and development: Good

Nearly all practitioners understand their roles and responsibilities in relation to keeping children safe and healthy. The setting’s arrangements to safeguard children meet requirements in most respects and give no cause for concern. Most practitioners have completed first aid training suitable for the age ranges of the children cared for. Practitioners record accidents and incidents and inform parents appropriately. However, they do not ensure that records are signed by both the setting and parent consistently. Leaders ensure that fire safety checks and fire drills are conducted and recorded appropriately.

The setting promotes healthy lifestyles and provides healthy options at snack times effectively. For example, practitioners organise a tooth brushing activity that children enjoy and begins to develop their understanding of oral hygiene and healthy eating appropriately. Practitioners encourage outdoor play enthusiastically. This develops children's physical skills effectively while providing good opportunities for them to be active in the fresh air.

Nearly all practitioners develop children social skills effectively and promote good behaviour skilfully. For example, they help children persevere to peel their banana and to put rubbish in the correct re-cycling bin by praising their efforts. Most practitioners offer gentle reminders to share and take turns, and as a result children's behaviour is good.

Practitioners provide worthwhile activities based on children's interests and suggestions that promote their development effectively. Many practitioners use questions well to help children become active and curious learners. For example, they ask children to consider which sized rolling pin is best to roll the play dough. Practitioners build on children's knowledge and understanding progressively. For example, they extend children's interest in doctors purposefully by going on to talk about a vet's role in caring for different animals. Nearly all practitioners support children to extend their thinking and learning well.

Practitioners provide worthwhile opportunities for children to hear and use Welsh. For example, they encourage children to sing songs, name colours and count in Welsh. They develop children's understanding of their Welsh heritage successfully. For example, they provide opportunities for children to take part in Welsh traditions such as the Mari Lwyd.

Practitioners respond to children's individual needs successfully in a timely manner. For example, when a child becomes unsettled, practitioners use distraction or give the child a cuddle which settles them successfully. Practitioners support children who have additional learning needs effectively.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

The setting provides an effective range of learning experiences indoors and outdoors that engage nearly all children well. Nearly all practitioners support children to develop their personal and social skills successfully. For example, they encourage children to take turns when they make play dough and to tidy up at the end of the session.

Provision to support children's literacy and numeracy skills is effective. Practitioners use books throughout the environment creatively. For example, in the play dough area, they use an information book to encourage children to observe and reproduce the shape of a snake and the wavy patterns it makes in the sand. Practitioners provide interesting opportunities for children to take part in mark making such as using sticks to draw with mud. They provide worthwhile opportunities for children to develop an understanding of writing for different purposes. For example, they provide pencils and paper in the construction area and 'receipts' in the role-play shop.

The setting provides useful opportunities for children to develop their physical skills including developing their grip using felt pens, chopsticks and puzzles. There are worthwhile opportunities for children to develop large-scale physical skills in the outdoor area. These include opportunities to pedal tricycles and balance on large tyres.

A range of learning experiences promote children's moral, spiritual and cultural development well. For example, practitioners foster a sense of awe and wonder successfully when they support them to use a magnifying glass to observe tiny grains of sand on a shell. Practitioners provide effective opportunities for children to learn about and care for living things. They encourage children to plant daffodil bulbs and observe them as they grow and begin to flower.

The setting supports children's Welsh language development effectively. Most practitioners model Welsh through singing songs and using simple words and phrases throughout the session successfully.

Most practitioners have a good understanding of foundation phase practice. They explain things clearly, model activities and question children effectively. They combine focused tasks with children's free play successfully. As a result, children enjoy long periods when they lead their own learning confidently. Practitioners' interactions with children are sensitive, respectful and caring.

The setting has appropriate assessment procedures. Practitioners observe children and identify what they can already do during their first few weeks in the setting suitably. They make useful ongoing observations of children and review their progress effectively during regular meetings. Weekly planning is based on children's preferences and requests which supports them to sustain interest in activities and resources well. However, provision does not always challenge a very few more able children well enough.

Environment: Adequate

Leaders ensure that the setting is suitably safe and secure. There is an appropriate system to manage access to the premises and this includes a suitable record of visitors. Leaders carry out regular safety checks for the building. There are a range of appropriate risk assessments including a suitable risk assessment relating to the security of the outdoor area. However, leaders do not ensure that all risk assessments relate specifically to the setting. They do not review risk assessments consistently to ensure that they are up to date and meet all the setting's needs.

The person in charge makes sure that all practitioners follow hygiene practices appropriately such as handwashing and cleaning tables before meal times. However, cleaning routines for toys and equipment are inconsistent and not well enough embedded into practice.

Leaders organise the environment effectively to support children's independence. For example, indoor storage is at a low-level enabling children to identify and choose toys and resources easily. Furniture, toilets and hand-washing facilities are all age-appropriate. This allows children to access them with little support and promotes

their comfort well. Practitioners provide a place for children to hang their coats and store their personal items, and this gives them a worthwhile sense of belonging.

Overall, practitioners provide beneficial opportunities for children to develop their skills across the curriculum in the outdoor area. However, the outdoor play shed does not provide a suitably welcoming space for children.

Throughout the setting, practitioners provide an appropriate range of resources that support children's learning well. These include interesting resources that promote children's curiosity, such as household items, natural materials and recycled products. For example, children use re-cycled milk cartons and imagine pouring the contents into a saucepan telling a practitioner they are making 'milk soup'.

The setting promotes diversity and a range of cultures appropriately with a selection of books, puppets, instruments and music for children to choose from.

Leadership and management: Adequate

Leaders have a clear vision for the setting to meet every child's individual needs and support them to reach their potential. They work effectively with practitioners to provide a caring and engaging environment for all children.

There is a strong commitment to teamwork and nearly all practitioners feel valued. Leaders communicate their expectations clearly and actively support all practitioners to do their best. For example, they lead regular staff meetings to discuss children's interests and plan provision for the following week.

There is a range of suitable policies and procedures to support the organisation of the setting which leaders share with new staff effectively. However, leaders do not monitor how effectively practitioners follow policies and procedures consistently enough. As a result, they do not implement all policies and procedures fully, such as ensuring that they review risk assessments regularly. The setting does not comply fully with all regulations. For example, leaders do not ensure that they have obtained references for all volunteers working at the setting.

Overall, arrangements for identifying strengths and areas for improvement are suitable and all practitioners are committed to improving quality. The setting makes beneficial use of information from a range of sources to inform the self-evaluation process. Many practitioners know what the setting does well and areas that they need to develop. For example, they explain how a revised approach to planning has enabled children to follow their own interests and become more involved in their play.

Most practitioners are keen to take advantage of opportunities for continued professional development and strive to improve their performance. Around half of practitioners are currently extending their knowledge as they work towards further qualifications. This has a positive impact, such as improving practitioners' understanding of how to support children's communication skills.

The setting makes effective use of practitioners and resources to support children's wellbeing, play and learning effectively. Leaders make sure that the setting meets the required numbers of suitably qualified practitioners. Resources are sufficient and most are of good quality.

The setting has appropriate arrangements for managing staff performance. Most practitioners have useful opportunities to discuss and reflect on the quality of their work during annual appraisals. However, appraisals do not support continuous improvement well enough by identifying targets for individuals to work towards. The setting has not established effective supervision procedures and practitioners do not have suitable opportunities to discuss their work regularly with leaders.

The setting has a worthwhile range of partnerships that improve the quality of provision and outcomes for children. Practitioners keep parents and carers informed about what their children are learning and how well they are progressing effectively.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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Publication date: 17/05/2019