



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

**A report on**

**Spittal Playgroup  
St Marys Church Hall  
The Green  
Spittal  
Pembrokeshire  
SA62 5QT**

**Date of inspection: April 2019**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Spittal Playgroup

Name of setting	Spittal Playgroup
Category of care provided	Sessional Day Care
Registered person(s)	Judith Doncaster
Responsible individual (if applicable)	N/A
Person in charge	Suzy Armstrong & Judith Doncaster
Number of places	24
Age range of children	2 – 4 years
Number of children funded for up to two terms	0
Number of children funded for up to five terms	3
Opening days / times	Monday, Tuesday, Wednesday and Friday, 9.15am to 11.45am
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	The setting is working towards providing the active offer
Date of previous CIW inspection	22/03/2016
Date of previous Estyn inspection	08/11/2011
Dates of this inspection visit(s)	30/04/2019
Additional information	
All children speak English as their first language.	

## Summary

<b>Theme</b>	<b>Judgement</b>
<b>Wellbeing</b>	<b>Good</b>
<b>Learning</b> (only applies to three and four year old children who do not receive education in a maintained setting)	<b>No judgement applied</b>
<b>Care and development</b>	<b>Adequate</b>
<b>Teaching and assessment</b> (only applies to three and four year old children who do not receive education in a maintained setting)	<b>Adequate</b>
<b>Environment</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Adequate</b>

## **Non-compliance**

We notified the provider that the service was not compliant with Regulation 29 (3) (a), because leaders had not provided all practitioners with effective supervision, which must be addressed.

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 practitioners recognise and build on children's interests effectively
- R2 Ensure that all practitioners have a clear and robust understanding of safeguarding procedures and how to record them effectively
- R3 Provide continuous provision indoors and outdoors that enables children to build on their skills progressively with a particular focus on literacy and information and communication technology (ICT)
- R4 Ensure that practitioners share information about children's progress with parents regularly and effectively
- R5 Ensure that effective progress is made towards all important areas for improvement consistently
- R6 Improve practitioners' skills and knowledge through effective training and regular formal supervision

## **What happens next**

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

## Main findings

### **Wellbeing: Good**

Most children make choices about where they want to play and choose resources effectively. Overall, they are confident that practitioners will listen to them, respect their requests and respond to their needs. Nearly all children make confident choices during snack time. For example, they choose whether they want milk or water to drink and whether they would like more food to eat.

Most children settle well and cope with separation from their parents and carers on arrival. They form positive attachments with practitioners and are especially fond of those who look after them. This helps children to feel safe, happy and relaxed. Most children are familiar with the setting's routine and this helps them to feel secure.

Most children are beginning to play alongside or with others appropriately. For example, they are beginning to take turns and share with their friends such as when they take turns at the painting easel with support. Nearly all children show respect for resources and many help to put equipment away at tidy up time. For example, they place role-play resources back in the correct boxes independently. Most children behave well in line with their age and stage of development.

Nearly all children engage well and show interest in the activities on offer. They sustain concentration for appropriate amounts of time during activities initiated by practitioners. For example, they make a fish out of playdough and decorate it carefully with the correct number of sequins. Nearly all children enjoy following their own interests in their play, both on their own and alongside practitioners, when they smile and laugh together. A majority of children engage appropriately during group time. They answer questions and follow instructions suitably. However, a minority find it difficult to concentrate and quickly lose interest in the activity.

Most children are developing and learning well. For example, they count objects accurately to four when playing with playdough. Many younger children say numbers in order to ten and back to zero with support from practitioners. They are developing their independent skills effectively, for example, they butter their crackers during snack time and attempt to put on their coat before going outside. Most children wash their hands with minimal support.

### **Learning (only applies to three or four year old children who do not receive education in a maintained setting): No judgement applied**

There is no report on children's learning. This is because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

### **Care and development: Adequate**

Practitioners promote children's health and wellbeing appropriately. They plan regular physical activities that children enjoy, such as riding trikes in the outdoor area. Practitioners provide a healthy snack and encourage children to follow safe

hygiene processes, such as washing their hands before they eat and after they use the toilet. However, overall, children do not have enough opportunities to play outside and practitioners do not follow all hygiene procedures well enough, such as when they change nappies.

The setting has a sufficient range of policies and procedures to keep children safe. Practitioners carry out risk assessments regularly and follow fire safety procedures appropriately. They keep suitable records of accidents and leaders ensure that practitioners treat minor injuries promptly. However, the setting's arrangements for safeguarding do not meet requirements fully and provide cause for concern because a few practitioners do not have a clear enough understanding of the setting's safeguarding procedures. They are unsure of the procedures to follow in the event of an allegation about a manager or of how to record concerns appropriately.

The setting has a suitable behaviour policy that most practitioners implement appropriately. They encourage children to follow the setting's 'golden rules' regularly. They offer gentle reminders to help children share and take turns and praise them when they interact appropriately. As a result, children's behaviour is good overall, and they develop their social skills well. However, practitioners do not always use a range of strategies consistently to support children to listen effectively during group time.

Practitioners meet children's individual needs effectively. They seek information from parents about children's needs when they start attending the setting and get to know the children well. However, they do not identify and build on children's individual interests well enough as they move through the setting. Overall, practitioners track children's progress appropriately and are beginning to use information from observations and assessments to help them move forward with their learning. Many practitioners model Welsh language effectively through songs, greetings and simple phrases throughout the session.

The setting has effective procedures to support children with additional learning needs and ensure that they have full access to all areas of learning.

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

Practitioners provide an appropriate range of learning experiences that engage nearly all children successfully across most areas of learning. Planned activities led by practitioners develop children's numeracy and physical skills effectively. However, practitioners do not ensure that provision enables children to build on their skills across the curriculum through their free play. For example, practitioners change many activities and resources on a daily basis, and this limits opportunities for children to develop their skills progressively.

Nearly all practitioners are good role models and support children to develop respect for others and a sense of right and wrong successfully. There are effective opportunities for children to learn about and care for living things, such as taking time to observe calves and lambs during regular farm visits. This supports children's social, moral and spiritual development well.

Practitioners provide useful opportunities for children to develop their physical skills including using brushes, tweezers and felt pens. Regular physical play sessions provide enjoyable opportunities for children to develop gross motor skills such as running and jumping as they pretend to be a range of wild animals.

Practitioners provide a range of opportunities that develop children's communication and literacy skills appropriately. Most practitioners engage children in conversation successfully. For example, children chat happily to a practitioner about a rainbow and their favourite colours. Practitioners share stories with children suitably and provide a good range of books in the reading area. However, they are not always successful in engaging children's interest and promoting good listening, and the reading area is not sufficiently inviting or accessible to children. Practitioners provide appropriate opportunities for children to practise mark-making using crayons and felt pens. However, opportunities for children to develop an understanding of writing for different purposes is underdeveloped.

Nearly all practitioners develop children's numeracy skills and mathematical vocabulary well. For example, they support children to count and recognise numbers during group time and encourage them to recognise 2d shapes during a matching game.

There is an effective range of ICT resources that children enjoy using, such as a range of battery-operated toys. Practitioners provide a few opportunities for children to use tablet computers. For example, they support children to take a photograph of a friend. However, provision for ICT is inconsistent and this limits children's progress in this area.

Practitioners support children's Welsh language development effectively. A majority of practitioners model Welsh through singing songs and using simple words and phrases throughout the session successfully.

Overall, most practitioners have an effective understanding of foundation phase principles. Nearly all practitioners explain things clearly and model activities well. They are good language role models and many question children effectively. For example, they model vocabulary such as jellyfish and octopus during a sorting activity.

The setting has an appropriate range of assessment procedures. Practitioners observe children and identify what they can already do during their first few weeks at the setting. They are beginning to track children's progress over time. However, they do not share information about children's progress with parents regularly during their time at the setting.

### **Environment: Good**

Leaders ensure practitioners care for children in a safe and secure environment. There is a robust system for managing access to the premises and practitioners maintain a record of visitors successfully. There are effective procedures to ensure that children leave with a recognised parent or carer at the end of the session. Practitioners carry out required safety checks for the building regularly, including an appropriate daily safety check of the environment.

The premises are welcoming and create a comfortable and clean environment for children. The space is ample and meets children's needs well. There are suitable facilities to store records securely. Practitioners maintain the indoor environment effectively and organise it appropriately to support children's play and learning. Leaders provide a suitable range of resources. They ensure that practitioners store toys and resources safely and they label a few drawers clearly. There is a suitable range of beneficial resources in the enclosed outdoor area, such as a sand tray and tricycles that children use enthusiastically.

Leaders provide age-appropriate furniture to develop children's independence and ensure that they are comfortable when playing. There is an appropriate range of sustainable resources that includes re-cycled milk crates and natural resources such as pinecones and sticks in the outdoor area. There is effective provision to promote diversity and encourage children to learn about a range of cultures. This includes a useful selection of books, puppets and musical instruments.

The setting provides effective opportunities for children to learn about their Welsh heritage such as when they practise their rugby ball skills and wear traditional dress during a week of St David's Day celebrations.

### **Leadership and management: Adequate**

The registered person works effectively with practitioners to provide a caring and calm environment for all children. Overall, she manages practitioners and children suitably to ensure that the setting runs smoothly. The registered person has a sound vision to provide a community service that prepares children well for school.

There is an up to date statement of purpose that ensures parents can make an informed choice about using the service. The registered person shares an appropriate range of policies with practitioners suitably. However, not all policies and procedures are clear enough. For example, a few practitioners are not clear about the need to record safeguarding concerns confidentially and are unsure of what to do if there is an allegation about the registered person.

The setting's systems for identifying its strengths and areas for improvement are sufficient. Leaders have made a few beneficial improvements such as developing provision to support children's numeracy skills. However, leaders do not ensure that the setting makes sustained progress towards all areas for improvement consistently. For example, the setting has not made effective progress towards all recommendations from the previous Estyn inspection.

The person in charge works effectively with practitioners to provide a caring environment for children. There is a strong commitment to teamwork and nearly all practitioners feel valued. The setting has appropriate arrangements for managing staff performance and nearly all practitioners have suitable opportunities to discuss and reflect on the quality of their work through annual appraisal meetings. However, leaders do not ensure that all practitioners receive regular and effective supervision. Most practitioners are keen to take advantage of opportunities for continued professional development. However, leaders do not ensure that practitioners continue to improve their skills effectively. For example, a majority of practitioners have not had the opportunity to develop their knowledge and experience of providing



a learning environment that builds on children's skills progressively, well enough. Leaders ensure that there are sufficient practitioners with relevant and appropriate qualifications and experience of working with young children.

The setting has a beneficial range of partnerships that improve the quality of provision and outcomes for children suitably. For example, leaders have developed worthwhile partnerships that support the quality of provision and build useful links with the local community through fundraising projects. For example, there are effective opportunities for children to develop a range of skills during a car wash event when they clean a farmer's tractor and a local police car.

## 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](http://www.estyn.gov.wales))

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

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

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Publication date: 04/07/2019