



Estyn

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

A report on

Cadwgan Playgroup

**The Mobile
Ysgol T. Gwynn Jones
Llanelian Road
Old Colwyn
LL29 9UA**

Date of inspection: March 2022

by

Care Inspectorate Wales (CIW)

and

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

About Cadwgan Playgroup

Name of setting	Cadwgan Playgroup
Category of care provided	Sessional care
Registered person(s)	Sheila Chapman
Responsible individual (if applicable)	
Person in charge	Lauren Chapman
Number of places	16
Age range of children	2 to 4 year-olds
Number of children funded for up to two terms	2
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday from 9.00am-11.30am and 12.30-3.00pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Date of previous CIW inspection	12-07-2018
Date of previous Estyn inspection	March 2012
Dates of this inspection visit(s)	29/03/2022

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There are no children with English as an Additional Language (EAL) or from Welsh speaking homes. There are 2 children receiving 1:1 support, 1 attends in the morning and 1 attends in the afternoon.

Non-compliance

No non-compliance was identified during the inspection.

Recommendations

R1 Increase opportunities for children to access the outdoors independently

R2 Refine the process to review policies and procedures to ensure that they reflect practice

What happens next

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

Main findings

Well-being:

Children have a voice and are listened to. They enjoy choosing songs from the props box and decide if they want to sing that one or choose another. They readily choose where they want to play and enjoy exploring the different areas of the provision. They decide where they want to sit and listen to a story and practitioners respect their choices.

Children feel secure and comfortable playing alongside their friends. All are excited to go outdoors, mixing chocolate potions with flowers or cooking something delicious for lunch using the mud kitchen cookery book. Children, even those with limited language skills confidently approach practitioners and visitors to show what they are doing. They readily engage with adults, for example they invite practitioners to join in keeping animals still while they are treated and bandaged by the vet. Older children talk about homes and families and proudly show their pearly nail varnish. They have highly positive relationships with practitioners whom they readily go to for support and reassurance.

Children interact well for their ages playing together with toy animals in the vet's surgery and on the zoo table developing imaginary and exciting adventures for the animals. They are kind to each other and share thoughtfully. They show a good level of interest in what their friends are doing and make constructive comments about their zebra costume and who looks best wearing a daffodil headband. They listen to instructions well and when asked, wash their hands before eating and change from shoes into wellington boots. They are happy and busy and although some are not able to say how much they enjoy coming to play with their friends, it shows in their smiles, giggles and spontaneous singing.

Children are active and learn through play. There are plenty of smiles and laughter when they pretend they are pirates finding treasure in the sand. Children cook meals together and take their babies out for a walk. They show pride in their achievements and show off their skills of climbing, sliding and balancing.

Children are developing independence well and feel at home with the daily routine. They collect their bags and coats to go home and try to put their coats on with varying degrees of success. They choose books to look at with their friends and their language is developing well through the many conversations they have with each other and practitioners. Children are learning how to speak basic Welsh through simple words and phrases and singing songs together.

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

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:

Leaders and practitioners have established a range of appropriate policies and procedures to support children's health and well-being. Practitioners follow good hygiene procedures reminding children gently to wash their hands when they come inside from the garden. Practitioners have completed training and follow policies relating to safeguarding children appropriately. They know what to do if they have concerns about a child. The setting's arrangements for safeguarding meet requirements and give no cause for concern. Most practitioners have current first aid qualifications and incidents are recorded and dealt with appropriately with parents and carers kept informed. Practitioners have a good understanding of a healthy diet and provide nutritious snacks for the children. They ensure children's records are kept up to date and include their individual health needs. Records of regular fire drills show practitioners and children know how to evacuate the premises safely.

Practitioners manage children's interactions effectively, helping them to share and learn social skills well. They are aware of the importance of always using positive behaviour management strategies and support children according to their individual needs. Practitioners are thoughtful and use plenty of affectionate praise and encouragement with the children which is effective. They give responsive care and use quiet voices when explaining, making sure all children understand especially those with non verbal communication. They engage successfully with small groups and individual children, for example lying on the floor with them to share a favourite book. Practitioners negotiate successfully when two children want to use the same tablet computer. They encourage children to say thank you and small acts of kindness are recognised and displayed on the 'kindness tree'. Practitioners speak to children sensitively and remind them to be careful when choosing a place to sit down next to their friends for a story or going down the steps to the garden.

Practitioners promote children's learning and development through providing interesting play opportunities adapted to meet individual needs. They nurture and support children to make progress effectively. Practitioners provide a range of enriching opportunities for children to develop their independent learning skills, both indoors and in the outside learning areas. Practitioners know when to allow children to play on their own and when to guide and support. They observe the children and note progress on a 'Wow' board. They promote the Welsh language using phrases and songs. Practitioners are excited when an activity goes well such as egg painting and this joy is reflected in the faces of the children.

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

Provision to support children's literacy and numeracy skills is effective. For example, practitioners encourage children to sing '5 speckled frogs' in the small world area and refer to non-fiction books when playing with the jungle animals. Practitioners provide a broad range of experiences such as prescriptions in the vet role-play area and water painting on the large blackboard which help children to develop mark making skills effectively. Practitioners encourage children to describe the size, shape and pattern of the jewellery in the treasure box.

Practitioners plan interesting and worthwhile experiences that cover all areas of learning effectively over time. For example, they provide regular opportunities for children to cook biscuits, pies and jelly. Practitioners have a good understanding of the foundation phase curriculum and have begun developing a more responsive planning approach based on children's needs and interests. As a result, nearly all children sustain interest in their play for significant periods of time. Practitioners make valuable use of indoor and outdoor resources to support learning, however children do not have uninterrupted access to the outdoors throughout the session. Practitioners model activities well, playing alongside the children in the different areas of provision. They support children's oracy development purposefully through asking probing questions and modelling vocabulary. For example, practitioners ask the children to describe the smelly potions that they create in the water tray.

Practitioners support children to develop their personal and social skills successfully. For example, they encourage children to be polite by modelling and reminding them to say 'excuse me' when moving safely around the indoor space. Practitioners use simple words and phrases in Welsh during whole group activities, however, they do not use Welsh consistently throughout the session. Children have plentiful opportunities to learn about their Welsh heritage. For example, they celebrate St David's day and 'Diwrnod Santes Dwynwen' by dressing up in traditional costume, painting daffodils and making cards.

Practitioners make beneficial use of visits beyond the setting to enhance children's learning experiences. For example, children have enjoyed visits to the nearby park and as a result are confident to run, climb and balance. Children celebrate and learn about other cultures, which develops their understanding of other people's traditions. For example, they celebrate the Chinese New Year and listen to stories from other countries. Practitioners provide many valuable opportunities for children to learn about and care for living things. For example, children investigate the best way to plant seeds and enjoy looking for worms and insects in the outdoors.

The setting has a range of useful assessment procedures. Practitioners observe and identify what children can already do during their first few weeks at the setting. They record valuable observations to show children's progress and make effective use of speech and language assessments. Practitioners use assessments effectively to inform future experiences and to support the child's next steps in learning.

Environment:

Leaders ensure the premises are clean, safe and secure. Visitors are requested to follow Covid-19 procedures to make sure potential infection is managed appropriately and children and staff are protected. A few written risk assessments effectively identify any potential hazards and keep children safe. The premises are clean and resources disinfected to ensure appropriate hygiene.

Leaders ensure children are well cared for in a supportive and relaxing learning environment, which considers children interests and needs. There is space to move around in a welcoming and organised environment, however children do not always have unhindered access to the outdoors. Leaders make sure children feel a sense of belonging as they have low-level pegs to hang their coats and bags and register their names. Leaders ensure the setting is fully inclusive where all children have equal

access to resources and activities. The layout and design of the environment promotes children's independence and meets their needs successfully. For example, different sized chairs, low level toilets and steps. There are interesting play and learning areas, well resourced which are easily accessible to children enabling them to develop their own play and independence by selecting their own toys and equipment effectively.

Leaders ensure children have a broad range of clean and well-maintained resources. These encourage children's natural curiosity to learn and develop through play. For example, the mud kitchen provides good opportunities for children to be imaginative and follow different recipes from their cookbook. Leaders ensure plenty of natural items such as sensory herbs, wood and pine cones. They ensure recycled resources are included such as tyres for seating and planting and coins hidden in the sand which nurture children's interest in play and learning.

Leadership and management:

Leaders have established a positive ethos for children, parents and staff at the setting. They work effectively with practitioners to provide an environment that supports children to be happy and confident in their care. The leader works closely with the responsible person to keep her well informed through regular updates and all practitioners feel valued.

The setting's statement of purpose provides an accurate picture of the setting. There is a range of useful policies and procedures, however these do not always reflect the practices of the setting. For example, there are no risk assessments for routine opportunities such as using scissors. The setting has safe and appropriate processes for recruitment and deployment of staff. Overall, the setting makes good use of practitioners and resources to support children's well-being, learning and play. All practitioners are well qualified, and they have appropriate job descriptions, ensuring that they have a good understanding of their role in the setting. Leaders carry out regular staff appraisals and supervisions. As a result, all practitioners have a thorough understanding of what they do well and what they need to do to improve. All practitioners take advantage of opportunities for continued professional development. For example, they are undertaking online training to develop children's curiosity, language development and the outdoor space. As a result, there are more authentic resources available such as natural materials, cooking utensils, jewellery and keys for children to explore.

The setting's self-evaluation processes are effective. For example, the practitioners have identified useful areas to develop, such as implementing strategies to support children's well-being. They ensure that all stakeholders are consulted in the process and this ensures that the targets meet the needs of the children and families successfully.

Practitioners build strong links with parents and carers and share information with them purposefully. Parents and carers feel welcome at the setting and value the regular exchange of information about their child through day-to-day contact and via social media. There are beneficial links with the local school, which support children's transition successfully. Practitioners share appropriate information about children's achievements and needs to support them as they move on to the next stage of their education.

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)

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