

## **Report following monitoring**

**Level of follow-up: Focused improvement joint**

**Tavernspite Playgroup**

**Tavernspite Village Hall  
Tavernspite  
SA34 0NL**

**Date of visit:  
September 2023**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## Outcome of visit

The setting is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the setting from the list of settings requiring focused improvement.

## Progress since the last inspection

### **R1. Improve children's behaviour to ensure they experience positive interactions during play and learning opportunities**

Since the core inspection, practitioners have worked together effectively to plan and implement strategies which have enhanced positive interactions and improved the behaviour of most children in the setting. They work together as a team well and are good role models. The consistent and common use of language and strategies used by practitioners helps create a cohesive approach to behaviour management that is understood by nearly all children. Practitioners support each other in the reinforcement of the setting's behaviour processes. As a result, practitioners gain confidence in the effectiveness of these processes and are encouraged by the way children respond positively toward them.

During large group discussions, practitioners reinforce golden rules, for example using quiet voices, keeping your hands to yourself, and sitting nicely. They model these positive behaviour strategies successfully. Many children are keen to be recognised for their good behaviour. Most are respectful towards each other, they respond positively to adults who encourage them to use kind words when interacting with their friends.

Most children are aware of how to move around the setting safely, for example the need to use 'walking feet' inside and 'running feet' outside. They have a clear understanding that 'quiet voices' are used inside and 'loud voices' outside so that they do not disturb their friends as they play. Practitioners provide children with useful visual clues that help them wait their turn and share resources, for example when waiting their turn to ride a bicycle.

Practitioners have introduced rolling snack provision to eliminate the need for children to wait lengthy periods of time while snack is prepared. This has had a positive effect on children's behaviour in the setting. As a result, children have increased opportunities to be involved in uninterrupted play during the session.

### **R2. Ensure that learning experiences support children to develop their skills systematically across all areas**

Since the joint inspection, practitioners have benefited from a range of courses that have improved their understanding of how young children learn. As a result, they provide an increasing range of learning experiences that help support children to

develop their skills across all areas of learning. Practitioners organise the environment to enable children freedom to move from one activity to another and follow their interests. They consider the developmental needs of young children and how these learning experiences develop their communication, mathematical and physical skills well.

Practitioners use beneficial information gleaned from observations to plan activities that are of interest to the children. For example, following children's recent interest in caring for animals, practitioners develop a veterinary surgery in one of the play areas. They add brushes and grooming equipment to further support the children's interests.

Practitioners provide children with access to a range of mark making materials to support the development of their fine motor and communication skills. For example, children use scissors to cut around pictures of leaves and other various shapes and write letters that represent their names independently.

Following training, practitioners have created a block play corner with appropriate loose parts and resources to develop children's gross and fine motor skills. Children access these resources independently and play at a level that is applicable to them. The outdoor area is well equipped with a variety of resources that help develop children's balance and coordination.

Practitioners provide valuable opportunities for children to collaborate with their friends. For example, children work together to collect water to create an island for the dinosaurs.

Practitioners inspire children to engage with their environment, through suggesting activities that will interest them and develop their skills appropriately. For example, following an Autumn nature walk, practitioners provide children with clay to make models following an interest in creating models with playdough. However, they do not provide suitable opportunities to enhance and develop the more able children in a few areas of learning. For example, opportunities to work with non-standard measurements, match quantities or experiment with repeating early patterns activities.

Practitioners are flexible in their planning to make the most of opportunities to challenge individual groups of children well. For example, when children explore their ability to jump from one block to another, they are challenged by practitioners to move the blocks further apart.

### **R3. Improve the quality of teaching to ensure children make effective progress**

Practitioners make good observations and respond well to children's interests. They are beginning to make adaptations to their planning according to the needs of individual children. This is having a positive effect on children's well-being and supports their progress effectively.

Recently adopted assessment process have improved practitioners understanding of child development. Practitioners are better aware of the developmental needs of the children and how to move children along to the next level of their development. They recognise the benefit of these assessments and use them purposefully to inform

future planning. However, practitioners' understanding is at an early stage and practitioners do not always know how to develop the more able children.

Practitioners are gaining confidence in making in-the-moment changes to daily routines and are more confident in adapting activities in response to children's needs. Practitioners are beginning to listen to the views of the children and are starting to respond positively. For example, they change a planned activity following suggestions from the children on how they would like to present their ideas when exploring their facial features. As a result, most children are highly motivated by the activity and take their learning to other areas of the provision within the setting.

Practitioners are developing their ability to question children appropriately. Many ask open-ended questions that encourage children to think. They also allow children time to respond. As a result, practitioners are better placed to assess children's understanding and plan how they can support their development to ensure effective progress. This has a positive impact on the quality of teaching and pupil progress.

#### **R4. Ensure self-evaluation and planning for improvement processes identify and address important areas for improvement**

Since the joint inspection, there have been changes to leadership and staff. The setting has a new leader and two new experienced members of staff with appropriate qualifications. This has had a positive effect on the setting's ability to self-evaluate and plan for improvement.

The current leader, supported by the staff, are beginning to recognise areas of strength at the setting as well as areas that need developing. They work well as a team and have a strong cohesive approach to improving the provision.

Leaders at the setting have responded well to all recommendations from the last inspection. They have worked together as a team to review policies. As a result, they have addressed ways of improving behaviour to ensure children experience positive interactions during play and learning activities. They have adopted new strategies that have had a positive effect both on children's behaviour and well-being. Practitioners have improved their understanding of how they can plan appropriate learning experiences. This is beginning to have a positive impact on children's ability to develop their skills systematically across all areas. New staff have embraced the setting's pedagogy resulting in a cohesive approach to the provision. This has created a strong sense of teamwork at the setting.

During the self-evaluation process, leaders have further identified strengths and areas to develop well. They have shown a good understanding of the areas that need improving and have put suitable actions in place to address these. For example, they have recognised the need provide appropriate challenge for the more able pupils. As a result, following guidance from advisers on sustaining children's interests in maths, they are beginning to develop a better understanding of ways they can challenge the more able children appropriately.

Leaders have recently introduced a system that enables staff to assess children's development across the areas of development. Since using this assessment strategy

practitioners have a better understanding of child development and their confidence in recognising the next steps in progression is improving.

#### **R5. Address the areas of non-compliance identified during the inspection**

Issues of non-compliance were identified in the core joint inspection. These will not be considered by Estyn as part of this follow-up inspection. CIW will monitor regulatory compliance at the setting.

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