



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

A report on

**Holt Under 5's Playgroup
Holt Community Centre
Chapel Street
Wrexham
LL13 9DG**

Date of inspection: February 2016

by

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Reporting Inspector**

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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Context

Holt Under 5's Playgroup is based in the school in the village of Holt in Wrexham. This English-medium playgroup is overseen by a registered person and a committee. A supervisor and practitioners carry out the daily running of the group. The playgroup meets in a community room in the school which is shared with the after school club.

The playgroup is open daily during term time and is registered with the Care and Social Services Inspectorate Wales to provide care for up to 26 children.

All the children who attend the playgroup are British and use English as their first language. No children have additional learning needs.

The children who attend the group mostly live in the local area and come from a range of backgrounds.

The setting receives support from the school and is a member of the Wales Pre-school Providers Association. There were four funded three-year-old children during the inspection.

The last CSSIW inspection was in May 2015 and the last Estyn inspection was May 2011.

Summary

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

Current performance

The current performance of the setting is good because:

- teaching is good. All practitioners have high expectations and they are good role models
- policies and procedures support the setting and the work of the practitioners effectively
- learning experiences are interesting and varied for the children and
- care support and guidance is good

Prospects for improvement

Prospects for improvement are good because:

- leadership and management are good
- partnership working with the school and the local community makes an outstanding contribution to the learning of the children
- the setting has made good progress since the last inspection and
- resources support the provision effectively

Recommendations

- R1 Ensure that literacy and numeracy always have a clear focus in planning
- R2 Further develop the assessment process to use more effectively planned observation opportunities and clearly identify the next steps for learning for individual children

What happens next?

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

Estyn will invite the setting to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

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| Key Question 1: How good are outcomes? | N/A |
|---|------------|

There is no report on children's progress, standards in their skill development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

| | |
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| Key Question 2: How good is provision? | Good |
|---|-------------|

Learning experiences: Good

Children enjoy a good range of interesting planned learning experiences indoors and outdoors. All children contribute with ideas and they make good progress. The activities are flexible, build well on what the children know and enable them to work successfully towards meeting the Foundation Phase outcomes. A 'digital photograph frame' helps children to review experiences and so consolidate their learning.

Learning experiences enable children to become independent such as pouring their own milk and spreading butter on crackers. They have jobs too during snack time including collecting plates and cups which effectively build their confidence. Children develop good thinking skills through opportunities to experiment. They observe what happens when mixing different proportions of paint and gloop together.

The children develop good skills in Information Communication Technology as they use battery operated and programmable toys and take photographs of activities. Children develop their physical skills effectively through plenty of outdoor play with large apparatus. There are good opportunities for children to be creative when they make models and plant flowers in the garden.

There is respect for different cultures. Children learn effectively about the traditions and festivals of Wales and other countries which enable them to have a better understanding of the world in which they live. There are good opportunities to hear and use the Welsh language throughout the session which develop their language skills well.

Numeracy and literacy are included appropriately in activities however these do not always have a clear focus in planning documents. Children learn successfully about measuring and mixing when making their own salt dough dragons. They listen to stories and have good opportunities to write their names and make marks with different things such as corn flour.

Plenty of high quality experiences in the local environment and further afield provide superb opportunities for children to extend their knowledge, for example by visiting a local fruit farm to see how fruit is grown on a large scale they can compare and contrast growing techniques with the fruit and vegetables that they grow themselves in their garden. Children learn successfully how to treat living things with care and respect as they discover mini beasts in Rebecca's Garden or visit Pets at Home to observe larger animals.

Teaching: Good

Practitioners have up to date knowledge of child development and they understand well the requirements of the Foundation Phase curriculum. They work together successfully to provide a stimulating learning environment for children to learn through play. All practitioners have high expectations and they are good role models showing respect and care. They all manage behaviour effectively and consistently well. There is a good balance of child selected and practitioner led activities.

Practitioners use language uniquely by making parts of the session into songs and rhymes such as hand washing time. This successfully encourages early reading skills. All practitioners use a good range of Welsh with the children and the techniques they employ encourage the children to respond well and develop their skills.

All practitioners use questioning well, not only to develop children's thinking skills but also to support and encourage them during times that they may not want to join in. As a result they have an exceptionally flexible approach which meets individual needs and makes sure that all the children can achieve.

Practitioners intervene appropriately and spontaneous learning experiences are used well. For example when it began to snow the practitioners suggested to the children that they might like to come and watch through the window. This was then followed by an impromptu visit outdoors.

Practitioners observe the children and record their achievements however they do not always make the best use of planned opportunities or identify the next steps for children's learning sufficiently well. Their progress is shared successfully with parents and as a result they know how to support their child's learning at home.

Care, support and guidance: Good

The spiritual development of the children is successful, for example by saying a short prayer of thanks before eating. There is a good range of policies and procedures to support the children and their families which effectively promotes their health, wellbeing and their moral, social and cultural development.

The setting encourages good behaviour and fairness through turn taking in activities and the day to day running of the group.

There is safe recruitment, practitioners have undertaken training and there is a suitable child protection policy. The setting is secure and risk assessments have been carried out in order to keep the children safe. All practitioners have a current First Aid certificate to care for children appropriately. As a result the setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Children have effective opportunities for recycling such as composting. They know the routines well and have a sense of awe and wonder about their world through animals which visit the setting including a pony.

Although there are no children with additional learning needs there are suitable arrangements to support children to achieve. Practitioners have appropriate strategies for children who need extra help with their learning and there are good links with an appropriate range of other professionals.

Learning environment: Good

The setting is fully inclusive, meaning that all children have access to the full range of activities and experiences. Policies and procedures support the setting and the work of the practitioners effectively. They reflect successfully the different backgrounds of the children and promote diversity well.

There are sufficient practitioners with relevant qualifications and appropriate experience. Resources are of a high quality, are very suitable and used effectively to meet the developing needs of the children and the Foundation Phase curriculum. The room used by the children is highly appropriate, a light and fresh space which practitioners have turned effectively into a rich learning environment.

The setting, building and grounds are secure and well maintained. The local environment and places of interest further afield are used highly effectively to extend the children's experiences.

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

Leadership: Good

Leaders understand their roles and responsibilities and fulfil these well. There is a clear vision for the future which shared results in improvements in the setting. Roles are well understood with the focus on outcomes and the needs of the children.

There are high expectations and all practitioners are managed effectively. A sound appraisal system successfully identifies training needs which in turn improve knowledge and skills effectively.

The management committee is kept well informed by regular visits, self-evaluation and a quality of care review.

National and local initiatives are taken into account such as literacy and numeracy and the Healthy and Sustainable pre-school award which improve both the outcomes for children and enhance their wellbeing.

Improving quality: Good

The setting has made good progress since the last inspection and as a result made positive changes which have impacted positively on the learning of the children.

Leaders and practitioners understand the setting well and as a result self-evaluation effectively identifies strengths and areas for improvement. Parents and children are consulted for their feedback and views on how to develop the provision.

Practitioners reflect effectively on their practice and are able to quickly adapt to ensure that all children succeed and make progress. Action is taken swiftly to make improvements and practitioners, the registered person and committee members can show how improvements have effectively benefitted the children's learning.

Partnership working: Excellent

There is an outstanding working relationship both with the school and the local community which enhances the learning of the children superbly well. The excellent relationship with the school ensures that transition arrangements are highly effective and as a result children settle quickly and easily into school. The head teacher in the school confirmed that the work of the playgroup is held in high esteem.

The setting uses the local community exceptionally well in order to provide superb learning opportunities and enriching experiences for the children, such as going on the scarecrow trail or to the fruit farm to pick their own fruit. Experiences are not limited to the local community as the children regularly travel to town on a bus to visit the library or to Pets at Home as part of their topic.

The children and their families take part in the fundraising that the playgroup do both in the village and in the wider community. This ensures that they learn effectively about others and increases their sense of belonging. Clear communication with parents means that they are comfortable to come into the setting at any time to talk to practitioners and to review their child's record of progress.

There is a close working relationship with the local authority teacher, but especially now a teacher from the school provides effective support. This means that the setting is able to act quickly on any advice to improve the provision and outcomes for the children.

Resource management: Good

Practitioners are deployed well. They move round areas to where they are needed to help and support the children and use high quality resources effectively to encourage the children to learn. Outdoors such as Rebecca's Garden is used successfully to develop skills across a wide range of learning, such as identifying birds.

The supervisor attends a forum and practitioners access good levels of training to share good practice. However opportunities to visit other settings to observe different ways of working are too few.

The playgroup deploys its own resources well and budgets are managed appropriately. Accounts are audited and leaders prioritise spending to ensure an effective impact on outcomes for the children and their wellbeing.

The setting uses funding well and provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|--|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| Overall I am satisfied with the setting. | 14 | 12 86% | 2 14% | 0 0% | 0 0% | 0 | Rwy'n fodlon â'r lleoliad yn gyffredinol. |
| | | 80% | 20% | 0% | 0% | | |
| My child likes this setting. | 14 | 12 86% | 2 14% | 0 0% | 0 0% | 0 | Mae fy mhlentyn yn hoffi'r lleoliad hwn. |
| | | 85% | 15% | 0% | 0% | | |
| My child was helped to settle in well when he or she started at the setting. | 14 | 13 93% | 1 7% | 0 0% | 0 0% | 0 | Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad. |
| | | 86% | 13% | 0% | 0% | | |
| My child is making good progress at the setting. | 14 | 14 100% | 0 0% | 0 0% | 0 0% | 0 | Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad. |
| | | 81% | 19% | 0% | 0% | | |
| Children behave well in the setting. | 14 | 12 86% | 2 14% | 0 0% | 0 0% | 0 | Mae plant yn ymddwyn yn dda yn y lleoliad. |
| | | 72% | 27% | 1% | 0% | | |
| Teaching is good. | 14 | 12 86% | 2 14% | 0 0% | 0 0% | 0 | Mae'r addysgu yn dda. |
| | | 81% | 19% | 0% | 0% | | |
| Staff treat all children fairly and with respect. | 14 | 13 93% | 1 7% | 0 0% | 0 0% | 0 | Mae'r staff yn trin pob plentyn yn deg a gyda pharch. |
| | | 84% | 16% | 0% | 0% | | |
| My child is encouraged to be healthy and to take regular exercise. | 12 | 12 100% | 0 0% | 0 0% | 0 0% | 2 | Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd. |
| | | 76% | 23% | 0% | 0% | | |
| My child is safe at the setting. | 14 | 14 100% | 0 0% | 0 0% | 0 0% | 0 | Mae fy mhlentyn yn ddiogel yn y lleoliad. |
| | | 85% | 15% | 0% | 0% | | |
| My child receives appropriate additional support in relation to any particular individual needs. | 13 | 10 77% | 3 23% | 0 0% | 0 0% | 1 | Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol. |
| | | 72% | 27% | 1% | 0% | | |

| | Number of responses Nifer o ymatebion | Strongly Agree Cytuno'n gryf | Agree Cytuno | Disagree Anghytuno | Strongly disagree Anghytuno'n gryf | Don't know Ddim yn gwybod | |
|--|--|---------------------------------|-----------------|-----------------------|---------------------------------------|------------------------------|---|
| I am kept well informed about my child's progress. | 14 | 11 79% | 3 21% | 0 0% | 0 0% | 0 | Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn. |
| | | 63% | 31% | 6% | 1% | | |
| I feel comfortable about approaching the setting with questions, suggestions or a problem. | 14 | 13 93% | 1 7% | 0 0% | 0 0% | 0 | Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem. |
| | | 80% | 18% | 1% | 0% | | |
| I understand the setting's procedure for dealing with complaints. | 13 | 8 62% | 5 38% | 0 0% | 0 0% | 1 | Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion. |
| | | 65% | 31% | 3% | 1% | | |
| My child is well prepared for moving on to school. | 14 | 12 86% | 2 14% | 0 0% | 0 0% | 0 | Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol. |
| | | 74% | 25% | 1% | 0% | | |
| There is a good range of activities including trips or visits. | 14 | 10 71% | 4 29% | 0 0% | 0 0% | 0 | Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau. |
| | | 63% | 32% | 4% | 1% | | |
| The setting is well run. | 14 | 12 86% | 2 14% | 0 0% | 0 0% | 0 | Mae'r lleoliad yn cael ei redeg yn dda. |
| | | 82% | 17% | 1% | 0% | | |

Appendix 2

The reporting inspector

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|----------------------------|---------------------|
| Mrs Anne Elizabeth Manning | 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.wales)

Glossary of terms

| | |
|---|--|
| Areas of Learning | <p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development |
| CSSIW | <p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p> |
| Early Years Development and Childcare Partnership (EYDCP) | <p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnerships conditions of registration.</p> |
| Foundation Phase | <p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.</p> |
| Foundation Phase child development assessment profile (CDAP) | <p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p> |
| Local authority advisory teacher | <p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p> |
| Mudiad Meithrin | <p>A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.</p> |

| | |
|---|--|
| Professional Association for Childcare and Early Years (PACEY) | This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support. |
| National Day Nurseries Association (NDNA) | This organisation which aims to improve the development and education of children in their early years, by providing support services to members. |
| Wales Pre-school Providers Association (WPPA) | An independent voluntary organisation providing community based pre-school childcare and education. |