



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Llanyrafon Playgroup  
Llanyrafon Social Centre  
Llanyrafon Way  
Cwmbran  
NP44 8HT**

**Date of inspection: May 2015**

**by**

**Michael T. Ridout  
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:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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## Context

Llanyrafon Playgroup is a non-maintained English medium setting situated in Llanyrafon, near Cwmbran in Torfaen. A voluntary committee runs the playgroup that is based in Llanyrafon Social Centre. Five morning sessions are provided each week during school terms.

At the time of the inspection 24 three and four year olds were registered. The Early Years Development and Childcare Partnership funds these children, up to 10 hours per week.

The children are English speaking and British born and a very few are from ethnic minorities. No families speak Welsh at home and a very few children have additional learning needs.

There are four appropriately qualified and experienced practitioners including the playgroup supervisor.

The Care and Social Service Inspectorate for Wales last inspected the setting in November 2013 and Estyn in January 2010.

## Summary

<b>The Setting's current performance</b>	<b>Good</b>
<b>The Setting's prospects for improvement</b>	<b>Good</b>

### Current performance

Performance is good:

- most children make steady progress and achieve good standards
- attitudes to learning and behaviour are good
- a good range of imaginative learning experiences is provided
- effective care, support and guidance assures children's wellbeing
- teaching is skilful and promotes very good relationships

and

- partnerships with parents, community and supporting agencies are effective

### Prospects for improvement

Improvement is good:

- the playgroup leader skilfully provides clear direction
- high expectations and a strong teamwork ethos are evident
- the playgroup is well managed and organised
- a culture of self-improvement is established
- the voluntary management committee is supportive

and

- improvement since the last inspection is good

## Recommendations

- R1 improve children's skills in using information and communication technology (ICT)
- R2 link observations more closely to the learning intentions identified in planning
- R3 plan ahead for future resource needs and formalise finance procedures

### **What happens next?**

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

## Main findings

<b>Key Question 1: How good are outcomes?</b>	<b>Good</b>
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### **Standards: Good**

Most children make steady progress and achieve good standards. They develop new knowledge and skills well as they enthusiastically try out new experiences. Children with additional learning needs make good progress towards their targets.

Most children have good speaking and listening skills. Many spontaneously begin simple conversations, for example during role-play. Most contribute to discussion in groups. They ask sensible questions and express themselves clearly. A few use a wide vocabulary and confidently engage in extended conversation about what they are doing. Nearly all children recognise their own name, enjoy listening to stories and enthusiastically recite familiar songs and rhymes. A few handle books as readers and show awareness that the text conveys meaning. Mark making skills steadily develop and a few write their name independently.

Progress in early mathematical skills is good. Numeracy skills develop well as children count as part of daily routines, sing rhymes and play number games. Nearly all children count to 10 and a few count to 20. Many name and sequence numbers to 10 reliably as they play. They show increasing awareness of one-to-one correspondence and show a good understanding of the purpose of money when they role-play shopping. A few use positional and comparative words well when sequencing objects and most name common two-dimensional shapes, including square and triangle.

Children's competence in using a narrow range of skills in ICT is developing.

Competence in Welsh develops well during group sessions. Many respond appropriately to the words and phrases spoken by adults and a few speak Welsh spontaneously, such as when counting.

### **Wellbeing: Good**

Nearly all children are keen to learn and have positive attitudes to keeping healthy and safe. They engage in a range of activities with enthusiasm and confidently make choices as they move between activities. With few exceptions children remain busy and on task for appropriate periods of time. They are well motivated and sustain interest and concentration well. However, when activities last too long a few children lose interest and become noisy.

Children have good relationships with each other and with adults. They increasingly show consideration and courtesy, such as when sharing resources and during snack time. With few exceptions children work and play well together. Standards of behaviour are good overall.

Many children confidently state their likes and dislikes and practitioners encourage them to suggest ideas for activities in the setting. Most develop high self-esteem, increase in self-confidence and readily undertake simple day-to-day jobs well.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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**Learning experiences: Good**

A good range of imaginative learning experiences successfully meets the needs of children and the community. The Foundation Phase is implemented well and planning ensures appropriate progression in line with children's needs. All areas of learning are well represented. A wide range of imaginative indoor and outdoor activities successfully engage children's interest.

Broad themes provide interesting contexts for learning. Planning is detailed and activities are well defined with appropriate learning objectives. Long and short term planning is implemented flexibly and provides a good basis to guide practitioners in how and what children will learn.

Strong emphasis is placed on developing literacy and numeracy skills. Stories are used skilfully to promote early reading skills and counting skills are developed well in well-chosen play activities. The focus on developing ICT skills is developing.

The provision for Welsh language development is appropriate and awareness of Welsh history and culture is well promoted.

**Teaching: Good**

Practitioners manage and support learning well. They have high expectations of behaviour and provide good models in language. All have good knowledge of the Foundation Phase. Practitioners understand the purpose of planned activities and successfully engage children's interest. Children are given plenty of time to complete tasks. Practitioners use questioning and praise well to encourage learning. They develop communication and social skills very well, such as in literacy games. Teaching maintains a good pace and effectively promotes learning.

Systematic procedures for assessment are implemented. Practitioners record individual achievements and this information is used appropriately to plan the next steps in learning. However, assessments are not always closely enough linked to planning. Individual assessment records and collections of work provide an informative profile of progress.

Parents' value informal communication with practitioners about their child's progress before and after sessions and they receive a written report before their child transfers to school.

**Care, support and guidance: Good**

Effective care, support and guidance assure children's wellbeing and impacts well on their personal and social development. Good emphasis is placed on spiritual, moral,

social and cultural development. Healthy eating is positively promoted and children regularly participate in energetic activities both indoors and outside.

Practitioners strongly promote good behaviour and positive relationships. Children are sensitively encouraged to distinguish between right and wrong and to reflect on the wonders of the natural world. This was evident as children watered plants and looked at the structure of leaves. Positive values, such as fairness, honesty and respect for others are strongly encouraged. Cultural awareness is suitably promoted, but provision to raise awareness of sustainability is less well developed.

The setting has appropriate arrangements to support and integrate children requiring extra help with learning. Arrangements to assure children's health and wellbeing are implemented consistently. The setting has an appropriate policy and has procedures for safeguarding.

### **Learning environment: Good**

The setting has a welcoming and inclusive ethos. Practitioners treat children with respect. They skilfully foster positive relationships and take good account of children's backgrounds. This helps ensure children feel safe and free from undue anxiety.

Practitioners sensitively encourage understanding towards others and use positive strategies to manage behaviour. Equal opportunities are well promoted. The setting's policies and procedures are evident in practice and made available to parents. However, policies do not include details of steps to ensure that future children with disabilities do not experience less favourable treatment.

There are sufficient appropriately qualified practitioners for the number of children. A good range of age appropriate learning resources provides well for the Foundation Phase. The accommodation is spacious and provides a safe and secure environment. The setting is very well organised and practitioners create a stimulating environment. The garden space is used particularly well to enhance learning.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The setting is well managed and organised and has a strong ethos of teamwork. The supervisor provides clear direction, has high expectations, communicates well with parents and sustains improvements in provision. Practitioners have a good understanding of their responsibilities, such as their role as key workers. A shared sense of purpose is evident. An appropriate range of policies and procedures are in place and these are implemented consistently.

A voluntary management committee maintains appropriate oversight of the setting's work. Well-established administrative procedures are in place and the work of the setting is monitored informally. Practitioners contribute to an annual appraisal. However, targets for development are seldom linked to the setting's goals. Good emphasis is placed on updating practitioners' professional expertise.



The setting takes forward national and local priorities well. The provision embraces the Foundation Phase philosophy and approach effectively. There is strong emphasis on equality and improving outcomes for children.

### **Improving quality: Good**

The setting has established procedures for self-evaluation and planning for improvement. A culture of self-improvement is evident. All practitioners are involved in the process and appropriate account is taken of the views of parents, carers and children as much as possible. The current self-evaluation report and improvement plan provide a good basis to prioritise key goals and structure initiatives. The goals identified are both relevant and achievable. However, the setting seldom identifies the strengths in its provision.

Areas for improvement and appropriate targets are identified annually. The setting leader monitors the development of initiatives informally and knows their impact well. Evaluations of the impact of initiatives are recorded in the improvement plan and summarised in the next self-evaluation report. There is a good track record of improvement in meeting the recommendations from the last inspection and of steady improvement in relation to the targets for improvement set annually.

### **Partnership working: Good**

The setting has well-established partnerships with parents and community organisations. These contribute well to children's learning and wellbeing. Parents are provided with a good range of information and their involvement in their child's education is encouraged. Volunteers, including parents, regularly assist in playgroups sessions. Friendly relationships promote well the exchange of information about children and more formal opportunities are arranged to discuss children's progress before they transfer to school. The setting has well-established links with the primary school to which most children transfer.

Practitioners take opportunities to share good practice with other settings, through attending training events. The partnership with the local authority and other agencies, including the Wales Pre-school Providers Association, is beneficial in the provision of training and guidance. The support and quality assurance provided by the local authority has a positive impact.

### **Resource management: Good**

Practitioners are effectively deployed; playgroup sessions are well-organised and learning resources are accessible. The use of resources is successful in motivating children to learn. Very good use is made of indoor and outdoor facilities. Practitioners' benefit from attending appropriate training events and they reflect on good practice seen in other settings.

The impact of resources on learning and teaching is reviewed informally. The supervisor prudently manages income and expenditure with the support of the management committee. Financial records are detailed and audited accounts are published annually. However, financial procedures are not sufficiently formalised and little planning for future resource needs is evident.

The setting uses its own resources and the funding received for early entitlement education, to good effect. This impacts well on children's outcomes and represents 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.	15	4 27%	11 73%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	16	10 62%	6 38%	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.	16	7 44%	8 50%	0 0%	0 0%	1	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.	16	9 56%	5 31%	1 6%	0 0%	1	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	1%	0%		
Children behave well in the setting.	16	6 38%	9 56%	1 6%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	26%	0%	0%		
Teaching is good.	15	8 53%	6 40%	0 0%	0 0%	1	Mae'r addysgu yn dda.
		79%	18%	0%	0%		
Staff treat all children fairly and with respect.	16	8 50%	7 44%	1 6%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		82%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	15	9 60%	6 40%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		73%	22%	0%	0%		
My child is safe at the setting.	16	9 56%	6 38%	1 6%	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.	16	4 25%	11 69%	0 0%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		64%	25%	1%	0%		
I am kept well informed	16	6	5	5	0	0	Rwy'n cael gwybodaeth

	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	
about my child's progress.		38%	31%	31%	0%		gyson am gynnydd fy mhlentyn.
		63%	30%	6%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	16	9 56%	5 31%	2 12%	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.	16	5 31%	7 44%	3 19%	0 0%	1	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		62%	29%	3%	1%		
My child is well prepared for moving on to school.	16	4 25%	8 50%	2 12%	0 0%	2	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		70%	24%	1%	0%		
There is a good range of activities including trips or visits.	16	4 25%	7 44%	5 31%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		61%	30%	4%	1%		
The setting is well run.	16	6 38%	8 50%	1 6%	0 0%	1	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

## Appendix 2

### The reporting inspector

Mr Michael T. Ridout

Reporting Inspector

### Copies of the report

Copies of this report are available from the setting and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

## Glossary of terms

<b>Areas of Learning</b>	<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"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	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 partnership's conditions of registration.
<b>Foundation Phase</b>	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.
<b>Foundation Phase child development assessment profile (CDAP)</b>	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
<b>Local authority advisory teacher</b>	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
<b>Mudiad Meithrin</b>	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.

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