



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

A report on

**Llandegfan Playgroup
Ysgol Gynradd Llandegfan
Llandegfan
Isle of Anglesey
LL59 5UW**

Date of inspection: February 2016

by

**Nicholas Jones
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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Queen's Printer and Controller of HMSO 2016: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Publication date: 08/04/2016

Context

Llandegfan Playgroup is an English medium setting located in Ysgol Gynradd Llandegfan, in the Isle of Anglesey local authority. It opens for three mornings and one afternoon a week and the setting has three full time staff. It shares the building with the Cylch Meithrin and the after school club.

The setting's registration allows it to take up to 22 children in a session. It accepts children from two and a half to four years old. At the time of inspection, 17 children attended. The local authority funds 10 of them.

Nearly all children are of white British origin and a minority speak Welsh as their first language. Currently, there are very few children with additional learning needs.

The leader began her post in September 2013. The Care and Social Services Inspectorate Wales (CSSIW) last inspected the setting in October 2013. Estyn last inspected the setting in July 2013.

Summary

The setting's current performance	Good
The setting's prospects for improvement	Good

Current performance

The setting's current performance is good because of:

- Children's purposeful progress in all areas of learning
- Children's positive attitudes towards learning
- Children's responsible behaviour
- Well planned learning experiences
- The wide, balanced and interesting curriculum
- Effective teaching, which focuses well on Foundation Phase outcomes
- Diligent and careful care of the children
- Accessible and useful resources
- The very good relationship between adults and children

Prospects for improvement

The setting's prospects for improvement are good because of:

- The clear direction to the setting's work by the leader
- Effective self-evaluation systems, which correspond well to the targets in the purposeful development plan
- The positive and active attitude towards staff development and training
- The effective use of support from outside agencies
- The challenge and rigour to the work of the active and supportive management committee

Recommendations

- R1 Improve opportunities for children to develop their information and communication technology (ICT) skills
- R2 Provide more opportunities for children to move independently between the indoor and outdoor areas of learning

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good
---	-------------

Standards: Good

Most children achieve good standards by the end of their time in the setting, given their starting points. They make consistent progress in gaining knowledge and understanding of everyday tasks and more complex tasks and in their skills, particularly their literacy and numeracy skills.

Most express their feelings and emotions well through role-play in the café and kitchen area, sustaining sensible discussions with adults and each other about books and jigsaws and through co-operating in boisterous play in the outdoor area. Nearly all children speak clearly and make sure that others understand them when responding to adult and peer questioning during tasks. They listen to instructions from others and implement them effectively. This is particularly evident when experimenting with changing the direction of an electronic toy.

Many children show interest in books and enjoy their content when discussing characters and events confidently with adults and other children. They handle the books in the new reading area as natural readers. Most follow stories read to them well. They respond sensibly to the content of the story and discuss the winter, the life of penguins and how snow and ice affect the weather. A majority of children use sophisticated language in spontaneous and structured play purposefully when play reading books to each other. They identify a character's personality traits and can explain if a character is 'good' or 'bad'.

Most children experiment with mark making effectively. They enjoy writing experiences through using a variety of media such as paint, chalkboards and when collecting a food order for the café. Many children form letters and numbers well. A minority of the older children begin to form letters of the alphabet and numbers independently and in a recognisable form when handling pencils and crayons. The majority of children explain the purpose of writing in the correct context. Many recognise their own and other's names, arrange letters confidently, and share ideas meaningfully about what they are trying to explain or record on paper.

Most children use mathematical language purposefully and in relevant contexts. Most count, recognise and name numbers to ten confidently and a few count to 20. The majority of children understand clearly how to begin bonding numbers to ten using their own fingers and through arranging objects. Most children choose relevant equipment and materials to solve practical problems effectively, for example counting after throwing a dice and singing numbers from ten to zero in songs using different characters.

Nearly all children use a good range of mathematical language when playing together. For example, they describe body parts as 'small' and 'big' when painting penguins creatively and comparing the size of fish. They also use numbers practically and successfully when discussing 'less than' and 'greater than' when comparing two and three dimensional shapes. Nearly all children group different types of objects by colour, size and shape correctly. They discuss different shapes sensibly while resolving shape puzzles and cutting out different shapes with scissors.

Nearly all children listen to music with enjoyment and respond enthusiastically to nursery rhymes. They co-operate confidently during their orchestra time and all children handle and use different musical instruments effectively. Most children have developed good thinking skills and this is having a positive effect on their learning and the standards they achieve. For example, they work with others intelligently when constructing penguin models using glue.

Most children use technology suitably when using tablets and in everyday activities such as using mobile phones, headphones and disc players. Many children use the computer and information technology equipment, such as cameras and electronic toys appropriately. However, the lack of technological provision does impair children's development.

Nearly all children understand what to do when directed in Welsh and a majority use Welsh without adult prompting. They sing nursery rhymes and songs in Welsh enthusiastically.

Wellbeing: Good

Nearly all children, in relation to their age, have a good understanding of how they can stay healthy. They wash their hands thoroughly before eating their snacks and drinking. They do this without much encouragement. They have a good understanding that a healthy diet includes fruits and vegetables. They explain intelligently that exercise keeps you fit and physical activities make your heart beat faster.

Nearly all children behave well. They are polite and respond with respect to adults and each other. Most children show good levels of self-confidence, for example when preparing for snack times and when dressing themselves for outdoor play. Nearly all children show motivation and interest in their learning. They enjoy the activities in the areas of learning and share and work sensibly with peers. Nearly all children relate well to adults and visitors when they arrive at the setting and when they leave.

Most children demonstrate positive attitudes to new experiences and learning. They are aware of the needs of others and show them respect when sharing in tasks using water and sand and when washing their hands before snacks. Many children are confident and independent learners. They enjoy their time at the setting and they are eager to discuss their favourite activities.

Most children understand that they have rights as individuals and that they have the right to express opinions, for example when deciding to remain at a focus task indoors or to join in outdoor play. As a result, nearly all children show high levels of motivation, engagement and focus.

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

Learning experiences: Good

The setting delivers the curriculum effectively and it reflects the ethos of the Foundation Phase well. The learning experiences target children's needs and interests successfully and stimulate them to learn purposefully. The children participate in the planning and express their interests in all themes, which include 'Winter' and 'On the farm'. This contributes well to their motivation.

Staff plan learning experiences thoroughly. Themes and activities are discussed in regular staff meetings and the leader plans the theme's activities. She shares these activities with staff and children, who contribute their ideas to enrich the activities further. Staff therefore, collaborate effectively to provide flexible and innovative activities.

The stimulating learning experiences, which include challenges with a water wheel, and physical tasks with a parachute in the school hall, provide continuity and progression in children's learning. The curriculum challenges all children in all areas of learning, especially in literacy and numeracy tasks. It builds systematically on children's existing knowledge, understanding and skills and it links consistently to the setting's assessment strategies to target the next steps in children's learning. The daily record of progress kept by the leader influences future tasks well to challenge all children.

Staff provide positive opportunities for children to take risks and to develop into independent learners. They focus on developing children's physical, thinking and creative skills intelligently. Literacy and numeracy tasks are evident in all areas of learning, which challenges every child consistently.

The setting plans in detail for the development of children's literacy, numeracy and thinking skills. The provision for these skills is co-ordinated efficiently so that there is coherence in the children's experiences across the curriculum. The materials and methods of delivery are adapted well to make the curriculum accessible to all children. The planning of mark making and number tasks across all areas of learning are stimulating and engaging. They are progressive and challenging, which encourages children to form letters and numbers in recognisable forms. However, the provision for developing ICT is less evident, which limits the development of the children's ICT skills.

The setting makes beneficial use of visits and visitors to enrich children's learning experiences positively. For example, journeys on trains, visits to local farms, a sea zoo and festivals add interest to the curriculum. Visitors, which include a storyteller from Patagonia, teach children purposefully about the culture and heritage of Wales.

The staff provide engaging learning opportunities that encourage children to show respect and tolerance for people from all cultural backgrounds. This includes celebrating the Chinese New Year, Diwali and Eid. These planned experiences develop a better understanding of the world for children.

The setting's provision for Welsh language development is good. All staff model the language effectively. They encourage children to use Welsh as much as possible in their learning. The setting promotes children's awareness of the traditions and celebrations of the cultures of Wales meaningfully, which includes celebrating Saint David's day and Saint Dwynwen's day.

Teaching: Good

The staff's teaching impacts positively on children's learning. All staff have a secure knowledge and understanding of the Foundation Phase and have high expectations for every child's learning. Staff play an active role when planning the curriculum and the best use is made of their expertise. They are all very positive as children arrive and they continue with this enthusiasm throughout the session.

Adult intervention is sensitive and skilful, which encourages children to motivate themselves as they learn. The teaching is challenging and staff understand the importance of providing opportunities for children to learn through play and stimulating experiences. Staff plan a good balance between child-selected and staff led activities that meet children's individual needs sensibly. They make good and imaginative use of resources and they have re-organised the setting purposefully to target early reading opportunities for children. Such organisation in all areas of learning ensures that all children participate and contribute meaningfully to tasks.

All staff time introductions to tasks effectively to maintain every child's interest in the activity. Staff manage children's behaviour very well. All staff are good language models in Welsh, which encourages every child to use Welsh regularly in everyday routines. Staff's questioning in English and Welsh challenges children consistently, which develops their thinking and communication skills well.

Staff provide a stimulating, challenging and exciting environment, both inside and outside. This encourages children's involvement, participation and enjoyment. For example, mark making opportunities in the outdoor area encourage children to draw and begin to practise early writing independently. However, children do not move independently between the indoor and outdoor areas of learning without adult direction. This limits their choice on how to complete tasks and it restricts their opportunities for independent learning.

Staff encourage children to evaluate their work successfully as they discuss characters that they have painted or built, evaluate the sounds made with musical instruments and estimate distances travelled by electronic toys. Staff record evaluations daily and they lead effectively to children's future tasks and targets. This addresses the next steps in their learning purposefully. The procedures for assessing and recording children's achievements are diligent and efficient. This is a well-managed, positive and secure process. Parents and carers receive informative reports about their children's achievements. Information is available to them at any time.

Care, support and guidance: Good

The setting provides positive opportunities to promote children's spiritual, moral, social and cultural development. For example, staff foster values such as honesty, fairness and respect sensibly, through consistent opportunities for children to reflect, discuss feelings, say thank you and pray.

Staff allow children to serve each other drinks and distribute fruit at the dining tables. This encourages children effectively to take turns politely during snack time. The setting has the appropriate arrangements to promote healthy eating and drinking. Purposeful arrangements exist to support children's health and wellbeing, which influence children's learning purposefully. These include the use of the school hall for physical activities and the use of planting areas outside, where children dig, plant and grow their own fruit, vegetables and herbs.

The setting provides good opportunities for the children to recycle food, paper and plastic bottles. They also compost food in the school's compost bins. This develops their understanding of sustainability effectively.

The setting uses positive behaviour strategies well, which removes any form of disruption or aggressive behaviour. All staff have suitable qualifications and good experience. The adult to child ratio is favourable. The setting uses staff expertise well in planning, teaching and supervising activities. Children are happy and secure in the company of the adults at the setting and every child asks for help and support when needed.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. The setting is safe, with locked doors and gates. Staff members open them. No one comes in unannounced and a child cannot leave unaccompanied. Staff ensure that children are in the care of their parents or a familiar carer before anyone leaves.

The setting records children's learning needs effectively when they join and during their time at the setting. The setting reviews children's progress regularly. Therefore, the setting targets children well with additional support when needed. The staff discuss these with appropriate agencies. The leader is additional learning needs co-ordinator and she is very familiar with the procedures necessary to support children.

Learning environment: Good

The setting is an inclusive community where all children have equal access to all the areas of learning and equipment. Staff know the children well and their individuality is recognised. Every child has equal access to an interesting and varied curriculum inside the building and in the outdoor environment.

The setting promotes a positive ethos through the daily activities and the approach adopted by the staff. Everyone places a clear emphasis on recognising, respecting and celebrating diversity. The setting achieves this successfully through the celebration of different festivals from around the world such as Diwali, Eid and the Chinese New Year.

The setting uses its resources purposefully to meet the requirements of the Foundation Phase and children's needs. Children are encouraged to move freely around the areas of learning and to participate in various activities. However, this does not include free movement between inside and outside the building. The extensive resources are accessible to children, which promotes their sense of responsibility successfully. Continuous activities, focus tasks and opportunities to enrich learning share resources effectively and their use by the children have a positive effect on their learning.

An effective outdoor area exists, which includes growing and planting areas. The staff use the school's facilities well. This includes the regular use of the school hall to promote children's physical development and the school's grounds for environmental investigations such as bug hunts. The building is an extension of the school building. As a result, it is of good quality, very safe and well maintained.

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

Leadership: Good

The leader promotes and sustains improvements. The leader manages teaching and learning well and all the staff's expectations are high. The leader and management committee's strategic objectives, plans and policies focus directly on effective provision, which targets children's needs. As a result, the leadership ensures that outcomes for children are good.

The setting implements and monitors the plans for improvement purposefully against appropriate actions and timescales. The leader and the management committee ensure that staff understand their roles fully and they work together diligently as a team. This ensures high quality provision, which impacts well on children's outcomes.

The setting uses the guidance of outside agencies effectively such as the local authority and the Wales Pre-school Providers Association. This practice ensures the best use of staff expertise. The caring leadership motivates staff towards improvements in positive, sensible and supportive ways. The leader, staff and management committee plan purposefully to provide interesting learning experiences for children, both indoors and outside.

The leader and the management committee use relevant information about the setting consistently to create improvements, such as the need to improve information technology equipment and to develop a wildlife garden area through grant funding.

The setting has a clear focus on ensuring progress against the setting's priorities. The development plan is a working document. The setting identifies the appropriate priorities for improvement through robust self-evaluation procedures. The leader and management committee conduct consistent evaluations to ensure that resources are available to meet the improvement objectives.

The staff receive relevant and appropriate training, which has a positive impact on the quality of provision. The leader identifies training and development needs clearly. She subsequently prioritises and addresses staff's training needs fully. Policies are operational and the setting meets local and national priorities, such as implementing the requirements of the Foundation Phase and targeting literacy and numeracy provision effectively.

Improving quality: Good

Self-evaluation and development planning is a regular and important part of the setting's working life. It identifies priorities for improvement, monitors provision and assesses children's outcomes effectively. The process involves rigorous reviews of all aspects of the setting's life and how these impact on standards children achieve. The management committee play an effective role in the process, which includes an annual review of the setting's work by committee members.

All staff contribute fully to the process and final document. The leader manages the setting diligently on the basis of an accurate assessment of its strengths and weaknesses. The leader evaluates the quality of teaching and learning regularly, which targets better training and development opportunities to improve teaching practices. The leader and the management committee take steps to maintain effective practice and implement changes successfully.

The self-evaluation takes account of the views of children, staff, parents and carers, the management committee, the local authority and the Wales Pre-school Providers Association. As a result, it leads to a thorough development plan. The development plan monitors improvements against clear targets and success criteria. It prioritises the most important matters to improve and it funds improvements well, which includes the success of gaining substantial grant funding for ICT and outdoor improvements. Therefore, a positive culture of self-evaluation pervades the setting's daily and long term plans.

By involving all staff in this process, they are keen to accept new ideas and to experiment with different ways of working, suggested by the local authority's advisory teacher and the Wales Pre-school Providers Association. For example, advice on how to implement new assessments to identify the starting point of every child and recommendations on how to improve the self-evaluation, through grading the setting's work against specific criteria. These have affected the quality of learning experiences and teaching well. This has a positive effect on children's learning and wellbeing.

Partnership working: Good

The setting works strategically with partners to improve provision and children's standards and wellbeing. The impact of strategic partnerships on children's standards and wellbeing is significant, especially the setting's very strong links with the school. The setting is located in the school and it has a very successful relationship with the school staff. This supports children's transfer arrangements very well. The arrangements for transferring assessments and personal information are effective and benefit the children as they settle at the school.

The setting's partnership with the local authority and Wales Pre-school Providers Association is also beneficial. A positive relationship with the local authority's advisory teacher and the Wales Pre-school Providers Association officer enhances the work of the setting.

The setting uses community links effectively to support children's learning, which includes participating successfully in school and village activities. Staff work and liaise with a good range of other partnership groups, which make a strong contribution to improved provision. These include agencies that support the setting with first aid training, food hygiene courses and safeguarding training.

Staff take active steps to involve parents and carers in the setting's life. The setting regularly informs parents and carers about all aspects of the setting's work. They are encouraged to offer their own opinions on matters to improve the setting.

Resource management: Good

The leadership is strong and it aims constantly to improve all aspects of the setting's work. It enables staff to develop and share their professional knowledge successfully. The strategic planning supports the effective teaching of all staff.

The leader and the management committee succeed in ensuring that the setting has enough qualified staff with appropriate training. It is a strong learning community, which has a culture of collaboration between staff and other partners involved with the setting, which includes strong links with the school. Performance management systems are thorough and lead to staff improvements and improved teaching.

The setting manages its resources purposefully to support learning and to create improvements in the setting. The leader and the management committee have a clear understanding of the budget and they prioritise spending in line with their planned actions for improvement effectively. This includes the efficient use of grant funding. The setting ensures that the use of money has a direct impact on children's achievements and wellbeing. The setting provides the best standards of accommodation and resources possible within its budget.

The setting provides good value for money because of the children's successful outcomes, the staff's effective provision and the purposeful leadership.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

Appendix 2

The Reporting Inspector

Mr Nicholas Jones	Reporting Inspector
-------------------	---------------------

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.