



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

**A report on**

**Tudno Playschool  
Ysgol Tudno  
Trinity Avenue  
Llandudno  
LL30 2SJ**

**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:

<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

Tudno Playgroup is situated in the town of Llandudno. It delivers English medium provision in three rooms within the building of Tudno Primary School. The setting provides full day care from 9am until 3pm from Tuesday to Friday throughout the year during school time. It is also a Flying Start setting with ten 2-year-old children who attend in the morning.

The playgroup is open Tuesday to Friday from 9.00am to 11.30am or 3.00pm and from 12.00 until 3.00pm. The setting is registered to take up to 26 children per session. Currently, there are 24 children between two and three years of age on the register. Six children receive funded early years education.

The setting changed from the support of Y Mudiad Meithrin to Wales Pre-School Playgroup Association in October 2015.

Nearly all of children attending the setting have English as their home language. Very few children have additional learning needs.

There are six members of staff including a full time leader and five practitioners who work during each session. They are all experienced and all are suitably qualified in the education and care of young children. The leader has been in post since September 2015.

The Playgroup was last inspected by the Care and Social Services Inspectorate Wales in October 2015 and inspected by Estyn in June, 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

The current performance is good because:

- children feel safe and enjoy their time at the setting
- all children behave well and make good progress
- many children show a love of books and readily choose to engage with them
- practitioners provide good opportunities for children to develop their early literacy skills across the areas of learning
- opportunities for children to hear and speak Welsh are sound
- staff work effectively as a team to provide children with a wide range of interesting learning experiences
- the environment is colourful and inspirational giving ample opportunity to celebrate children's successes
- a wide variety of quality resources is available to support teaching and learning

### Prospects for improvement

The prospects for improvement re good because:

- the leader and management committee have a clear vision for the development of the setting and are fully committed to it
- plans for improvement include clear targets and processes which are implemented effectively and monitored by the leaders and the local authority
- all practitioners show a positive attitude towards development and training
- parents are supportive of the setting
- the setting provides good value for money

## **Recommendations**

- A1. Plan learning activities in numeracy that are well matched to children's age and ability particularly in whole group sessions
- A2. Inform parents about the progress of their children
- A3. Ensure each child's development and progression from the setting to the mainstream school

### **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

Nearly all children make good progress from their differing starting points. They readily acquire new knowledge and skills as they explore their surroundings enthusiastically and keenly try out new experiences. Most children develop a wide range of knowledge, understanding and skills that prepares them well for the next step in their education. However, the most able children are sometimes insufficiently challenged, particularly in whole class activities.

Most children's literacy and communication skills are developing well. The majority children listen attentively and talk confidently about their activities. Many begin simple conversations spontaneously, for example during role-play. Nearly all children are articulate and express themselves using appropriate vocabulary. Most children enjoy listening to stories and recite familiar songs and rhymes enthusiastically, in both English and in Welsh. Many older children turn the pages of books appropriately and can talk about some of the characters in the stories. A few more able children handle books appropriately as readers and show an increasing awareness that the text and pictures 'tell' the story. Many children respond positively to opportunities to develop early writing skills, using a variety of mark-making equipment. Many demonstrate good fine motor skills and control, for example, making menus for their Chinese restaurant in the role-play area.

Most children are developing sound early numeracy skills. They are beginning to use appropriate mathematical terms when sorting, comparing objects, and exploring shape and capacity. For example, when sorting numbers in the sand trough and matching them by colour or size to other numbers around the room. In whole group sessions, most children count to ten by rote correctly but few are able to match the number to the right amount of objects.

Children's competence in using a range of skills in information and communication technology (ICT) is progressing well. Many use a computer mouse competently to move items around the screen and create pictures. They control battery-operated toys well and they use buttons and switches to change the direction of this equipment effectively.

Children's Welsh language skills are sound. Many children respond appropriately to the words and phrases used within everyday routines. They recite familiar rhymes and songs feely, and are beginning to use Welsh naturally in their play. For example, most children understand and use the Welsh words they have learned for colours and numbers.

## **Wellbeing: Good**

Most children are keen to learn and have positive attitudes. Most participate in activities enthusiastically and make choices confidently as they move between adult focused and independent learning tasks. With very few exceptions, children remain busy and on task for appropriate periods of time.

Snack-time is a social occasion when children enjoy each other's company. They develop good independent learning skills, for example sharing toast and fruit. However, they do not take enough responsibility for clearing up after eating.

Children have very good relationships with each other and with adults. Nearly all show consideration and courtesy, such as when sharing resources or taking turns. Standards of behaviour are good. Many children have high self-esteem and increasing self-confidence. As a result, they are happy and willing to take risks.

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

Practitioners work well together to plan a wide range of learning activities that interest and engage the children well. The curriculum is broad and balanced. It is based firmly on the Foundation Phase principles of learning through high quality first-hand, learning experiences.

Recent changes to planning of both indoor and outdoor activities have placed a strong emphasis on the development of children's literacy and numeracy skills across all areas of learning. However, the implementation of the planning for number skills provide too few opportunities for every child to understand that numbers relate to respective quantities.

Children are encouraged to be independent, to think for themselves and to experiment with new experiences. Activities are generally adapted appropriately to follow children's suggestions and interests. Planning provides good opportunities for children to develop their physical and creative skills and to learn about the world around them. Practitioners make good use of visitors to the setting such as the local builder, and of visits, for instance, to a local hypermarket and forest school, to enhance children's understanding of the wider world.

The setting promotes the Welsh language well through daily focused sessions and informative displays. Children have appropriate opportunities to learn about Welsh culture and traditions. They celebrate St Dwynwen's Day and St David's Day and learn a wide repertoire of Welsh songs. Practitioners use the Welsh language well during whole-group sessions and during ongoing activities. They effectively encourage children to respond in Welsh when reading stories, singing songs and giving instructions. This supports children's acquisition of the language effectively.

## **Teaching: Good**

All practitioners have a secure knowledge and understanding of the Foundation Phase and provide stimulating learning experiences across all areas of learning. The appropriate pace of sessions means that children always have something new and interesting to engage their interest and motivate them to learn. Clear daily routines and effective teamwork provide a consistency of approach and enable children to know what to expect and to feel happy and safe.

Children develop very positive relationships with all adults in the setting and this enables them to become confident learners and learn by their mistakes. All practitioners intervene appropriately in play situations to move children's learning forward, often through the effective use of questioning or appropriate praise. All practitioners are good language role models and this contributes to the good standards of children's oracy skills and enhances their vocabulary effectively.

Practitioners know the children very well. Regular observational assessments of individuals and groups of children are beginning to enable practitioners to identify children's next steps in learning. However, these assessment procedures are relatively new and have not had time to embed fully. As a result, the setting does not always use assessment information well enough to measure children's progress accurately over time.

Parents have regular formal and informal update meetings with practitioners, and are kept very well informed about their child's wellbeing. The information they receive about their child's achievements is insufficient for them to be fully aware of the child's progress & how they can be involved in their child's learning.

## **Care, support and guidance: Good**

The setting promotes children's healthy living well and has appropriate policies and practices for ensuring children's emotional and physical wellbeing. For example, there is daily access to a range of physical activities, which encourage children to use apparatus confidently and promote children's understanding of sharing and working co-operatively. Practitioners encourage children to form positive relationships and to develop a sense of respect and tolerance towards others. Practitioners help children to manage their feelings and to develop self-awareness and self-respect well.

Daily routines ensure that children settle quickly and confidently into the setting and this contributes significantly to children's good emotional and social development. Children are encouraged to wash their hands before eating food. This helps them to become responsible for their personal hygiene.

The setting identifies children's learning and emotional needs well and works hard to meet these needs. It has clear procedures to support children with additional learning needs and has an effective network of contacts with external agencies in order to provide extra support and advice, as and when required.



### **Learning environment: Good**

The setting is an inclusive community where all children have equal access to activities. As a result, all children feel valued, are confident and happy and enjoy talking to visitors.

Practitioners are suitably qualified and very experienced in working with young children. There are plenty of good quality resources for every area of learning and practitioners ensure all children enjoy handling a variety of resources.

Practitioners make very effective use of the available space. The accommodation is of good quality, well maintained and secure. Practitioners succeed in creating a bright and stimulating environment for learning.

The accommodation is well maintained and secure. Indoors is welcoming and attractive. Displays of children's work reflect recent learning activities and help to create a welcoming environment. Practitioners make sure that labelling on displays and storage boxes is bilingual and prominently displayed. These are useful resources in promoting children's early word and number recognition. The outdoor space is shared with the school and is well used. There is ample supply of high-quality resources which is appropriate for the children's age and ability. Practitioners use these well to support the quality of teaching and learning.

The setting uses community resources effectively. For example, the use of the local school grounds, and visits to local shops, provide additional learning experiences that have a beneficial impact on children's physical development and social skills.

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

The setting's new leader provides focused, strong and highly effective leadership, which is beginning to impact higher standards in teaching and learning. The leadership team have established a clear vision based on a constant drive to raise children's outcomes and develop provision, whilst sustaining a nurturing, happy and stimulating environment. This impacts positively on how children behave and in the good quality standards they achieve. The setting's leader seeks out ways in which the setting can improve and responds swiftly to any guidance and advice. There is strong focus on ensuring that any changes impact positively on provision and children's wellbeing.

Targets for improvement are clear and are supported well by a dedicated team of practitioners. All staff understand their roles and responsibilities and play an important part in moving the setting forward. Clear and up to date job descriptions are in place. The leader has clear expectations of staff. Practitioners work together well as a team, to support each other and to meet the setting's aims. They manage their time well and provide good quality care for all children.

The setting makes good use of an effective system of appraisal to support and challenge practitioners. Staff targets link to appropriate training needs and directly to the setting's improvement plan.

The setting makes sound use of discussions to consider children's achievements and progress and to plan next steps. The setting leader makes effective use of practitioner's strengths and this means that all practitioners feel valued and are highly motivated.

The setting has made good progress in taking forward national initiatives, especially in its effective use of outdoor learning to support the development of children's literacy skills. It also promotes healthy eating well.

### **Improving quality: Good**

Practitioners and members of the leadership team know the setting very well. Self-evaluation and improvement planning are a regular and effective part of the work of all staff. Leaders gather a wide range of evidence, including the views of parents, and other interested parties, to inform self-evaluation. These procedures for self-evaluation, including lesson observations give everyone in the school a very clear and accurate picture of the setting's strengths and areas for improvement.

The setting's self-evaluation report is detailed and accurate and identifies clear priorities for improvement. The improvement plan outlines targets and measurable steps to achieve these priorities. It also contains training and resource needs, and success criteria appropriately. The leader is responsible for reviewing the improvement plan regularly. The local authority advisory teacher's regular visits are used effectively to evaluate the success of initiatives. This formal monitoring is effective in evaluating the impact of change on outcomes for children and in informing future planning. For example, recent initiatives have led to valuable improvements in planning for children's literacy and numeracy skills and improved opportunities for children's cultural and social development. This practice is highly effective in creating a common approach to school improvement.

The leader and all practitioners are open to new ideas and respond positively and quickly to advice, guidance and training. This is a strength of the setting and plays a significant part in its improvement.

### **Partnership working: Good**

The setting has effective partnerships with parents and carers. Parents receive relevant information via the setting's noticeboard, newsletters, e-mails, social media and via daily personal contact. As a result, parents are well informed and knowledgeable about the settings day-to-day plans. Their understanding of how their child is progressing and how to support their child's learning at home is less secure. However, the setting is beginning to create precise ways of planning and assessing children's stages of development that increase parents' involvement in their children's learning.

Parents also have a clear overview and understanding of the settings vision and aims and they value these. Beneficial partnerships exist with the primary school and the leader attends the school's relevant training sessions.

The transition for children from the setting to the next stage in their education is a new initiative which had not yet embedded fully and so its impact upon the progress children make is not yet clear. Effective partnerships with the community and the involvement of local people and organisations contribute appropriately to children's overall development and wellbeing. For example, children visit the local forest school to take part in a wide variety of physical and creative activities.

There is a strong partnership with the local authority advisory teacher. Practitioners welcome the support they receive and there is clear evidence that this support has impacted positively on provision, for example in relation to improvement planning. The leader regularly attends local authority meetings and training updates.

### **Resource management: Good**

The setting has appropriately trained staff and deploys them effectively, utilising their areas of expertise well. For example, a practitioner with knowledge of music uses her skills beneficially to enhance children's creative development skills.

Staff appraisal identifies practitioners' training and development needs effectively and practitioners access suitable training to meet these needs. For example, practitioners have attended training to improve their planning for the development of children's literacy and numeracy skills. This training has impacted positively upon the quality of provision and, as a result, standards have improved.

The leader manages the setting's financial resources well. She monitors the budget regularly and systematically, to ensure the most efficient use of funds. This means that spending decisions are appropriate and in line with the targets identified in the improvement plan or other setting priorities.

In view of the good outcomes achieved by children, the effective provision and strong leadership, the setting provides good value for money.

## **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

Dr Prydwen Elfed-Owens	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](http://www.estyn.gov.wales))

## 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>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<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>
<b>Foundation Phase</b>	<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>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
<b>Mudiad Meithrin</b>	<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>

<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.