



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

A report on

**Bumble Bees Playgroup
Ysgol Pendref
Gwaenynog Rd
Denbigh
LL16 3RU**

Date of inspection: March 2019

by

Care Inspectorate Wales (CIW)

and

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

About Bumble Bees Playgroup

Name of setting	Bumble Bees Playgroup
Category of care provided	Full Day Care
Registered person(s)	Tracy Joanne Roberts
Responsible individual (if applicable)	
Person in charge	Tracy Joanne Roberts
Number of places	19
Age range of children	2 – 4 years
Number of children funded for up to two terms	1
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday 8:45 – 15:00 during term times only
Flying Start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	No
Date of previous CIW inspection	12/05/2017
Date of previous Estyn inspection	01/03/2013
Dates of this inspection visit(s)	14/03/2019
<p>Additional information</p> <p>The setting is based in Ysgol Pendref in Denbighshire local authority. All children have English as a first language and no children come from homes where Welsh is spoken. The registered person and person in charge is Tracy Joanne Roberts. A Charitable Incorporated Organisation (CIO) has been established to provide this service. An application to re-register the setting in the name of the CIO has been submitted.</p>	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Judgement
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Improve provision for the development of pupils' Welsh language skills

R2 Plan for the focused development of pupils' skills in the outdoor area

What happens next

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

Main findings

Wellbeing: Good

Nearly all children have a voice and are willing to express themselves and their needs. They move around freely, choosing where they want to play and what activities to take part in. Nearly all children express opinions and preferences about their care and learning, confidently. For example, children choose from a variety of foods and decide when they want their snack. Nearly all children communicate confidently with staff and other children. They know that practitioners will listen to their views and respect their comments.

Nearly all children settle quickly on arrival and enjoy attending the setting. They are confident in leaving their parents and moving around the environment. Nearly all children have close relationships with staff, resulting in many conversations taking place. For instance, children give staff 'high fives' when they complete a task or as part of their game. Children are keen to share information that is important to them, including stories about their families and friends. All children play together happily forming friendships with each other. For example, a child looks for another child outside because they want to play together.

Nearly all children interact positively with each other. They learn to respect and understand the needs of their peers. They co-operate and share well with minimal support from staff. For example, two children take it in turns to sit in a wooden trolley and push each other around the outdoor area. Nearly all children behave appropriately, following simple instructions and the rules of the setting. For example, children know that only a certain number of children can play in each area at any time and wait patiently for their turn. Nearly all children play and use the resources appropriately. They help to tidy up and put items away when they finish with them.

Children are happy to be engaged in activities they enjoy and those that allow them to follow their interests. Nearly all children focus for periods that are appropriate to their age and stage of development. For example, when completing a collage of a minibeast of their choice, a child focuses on the task until they are content with their creation. Nearly all children are happy and eager to share what they are doing with adults, showing they enjoy their tasks and learning experiences. Nearly all children access the resources they need to complete tasks independently. For example, a child picks lavender from the garden to add to the mixture they are making in the mud kitchen. Nearly all children attempt things for themselves before asking and receiving help. For example, they choose and pour their own drink of milk or water, independently.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Judgement

There is no report on children's learning. This is because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

Care and development: Good

Practitioners understand their roles and responsibilities well. They know which tasks they need to engage in and how they will be supporting the children. For example, practitioners know who is responsible for preparing the room for lunch and who tidies up afterwards. Nearly all practitioners have up to date, appropriate safeguarding training. They know whom to go to and the process to follow if they have concerns about a child. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners follow and implement practices that support children to lead a healthy lifestyle. For instance, they encourage and support children to wash their hands at appropriate times, including before eating and after being outside. Practitioners ensure that children have opportunities to be active and get fresh air at planned times throughout the day. Practitioners implement procedures that keep the children safe. For example, they conduct fire drills regularly and at different times during the sessions. This ensures that all children and staff know the procedure to follow if they have to evacuate the premises.

Nearly all practitioners manage interactions well and implement positive behaviour strategies in line with the setting's policy. For example, they place themselves at a child's eye level and speak to them gently to address any inappropriate behaviour. All practitioners use the setting's effective positive behaviour system. For example, they give children stickers when they are kind, helpful and well-mannered, as well as for other achievements. Practitioners are good role models for the children, communicating with them in a calm and friendly manner. They ensure beneficial opportunities for the children to be sociable. For example, they sit with the children to have their lunch. This results in many opportunities for children to develop their social and communication skills through talk.

Practitioners provide appropriate resources and free choice activities to meet the individual developmental needs of children. They extend children's learning effectively through play. For example, a child matches amounts with the correct number card. The practitioner extends this activity through appropriate questioning such as "What number comes after 5, but before 7?" A few practitioners use incidental Welsh effectively during planned and children's free choice activities. However, overall the use of Welsh is underdeveloped.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

All practitioners engage effectively with children to support their learning and social development. They extend children's thinking and skills well through thoughtful

prompts and questions as part of adult led and independent tasks. For instance, they extend children's mathematical vocabulary by asking which bucket is the lightest or heaviest as they experiment with a balance in the sand tray. Practitioners treat pupils with sensitivity and respond to their needs considerately. They encourage pupils to be kind to each other and to develop their moral and social awareness, for example, by sharing resources and taking turns. They maintain a busy, purposeful learning environment that encourages good progress in the development of children's communication, numeracy and independent learning skills.

Practitioners have an effective understanding of foundation phase practice that they apply well in the planning and delivery of learning experiences. Planning links well to the requirements of the foundation phase framework and builds children's skills systematically. However, practitioners do not plan sufficiently for children to access and learn in the outdoor area independently.

Practitioners use their assessment of children's progress effectively to plan future learning. They pay close attention to children's engagement with activities and the success of their skill development. Staff make useful notes from these observations. They use these well to inform their discussions about children's progress and to plan future activities. The setting passes beneficial information to the receiving primary school to enable them to plan for the specific needs of children from the beginning of their time in school.

Practitioners deliver activities that interest and engage children successfully. For instance, children become enthused in finding ways to release minibeasts frozen in blocks of ice. They seek children's views on what and how they would like to learn regularly. For instance, they ask children for their ideas at the start of a topic and incorporate these into their planning imaginatively. They display children's suggestions prominently within the setting and add examples of their work and reflections as the topic progresses. This is an effective way for practitioners to show children that they value their contributions.

The setting provides good opportunities for children to develop their literacy and numeracy skills. In particular, practitioners are skilful in supporting the development of children's communication skills. The setting is language rich and practitioners encourage children consistently to develop their vocabulary through talk. They identify good opportunities for children to improve their mathematical skills and vocabulary. For instance they develop their understanding of number well when counting out shapes and matching them to the correct digits. Practitioners provide suitably for children to improve their understanding and use of ICT through a range of suitable resources, such as digital cameras, touch screen computers and portable telephones.

Practitioners occasionally use Welsh as part of setting routines and during a very few activities. However, overall, there are insufficient opportunities for children to

respond to the Welsh language and develop their own skills in its use. There are appropriate opportunities for children to learn about Welsh culture and heritage, such as through making cards to celebrate Dydd Santes Dwynwen.

The setting provides a suitable range of learning experiences to foster children's spiritual, and cultural development. For example, they develop their spiritual awareness when listening to tranquil music, remaining still and slowing their breathing. Celebration of festivals, such as Holi and Chinese New Year, help to develop children's cultural awareness.

Environment: Good

Practitioners maintain the learning environment well, providing children with a warm, welcoming and friendly atmosphere. Leaders implement positive health and safety practices. They ensure that all practitioners are aware of their responsibilities and that the setting is a safe learning environment. They maintain effective records of visitors, children and staff to ensure they can account for everyone in an emergency. They complete regular risk assessments on all areas used by the children and update these regularly. Leaders and practitioners complete cleaning routines and daily checks before children arrive at the setting, ensuring that there are no new hazards. Entrance to the setting is secure and controlled, preventing any unauthorised access.

The environment consists of a main classroom which has direct access to an outside area. Practitioners organise the room effectively to reflect foundation phase philosophy. They enhance areas of learning well to reflect the current topic, for example by placing plastic insects frozen in blocks of ice in the water tray as part of their minibeasts topic. All areas are inviting and provide children with stimulating opportunities to develop their skills.

The outdoor classroom is welcoming and provides children with many different areas to engage with, such as a stage, mud kitchen and a stack of tyres. Children enjoy these, for example using the stage to put on a show or climbing over the tyres. Practitioners ensure children have regular opportunities to access this area. However, they do not plan sufficiently for its use to support the focused development of children's skills as part of their independent learning.

Resources and facilities are of good quality and suitable for the ages and stages of development of the children. These include resources to develop children's awareness of their own and other cultures and resources made from natural materials, such as pine cones, stones and shells in the investigation area. Furniture is at a suitably low level, which allows children to use and access it independently. Toilet facilities are child friendly and easily accessed from the main room.

Leadership and management: Good

The leader has a clear vision for the setting based on creating a welcoming environment where all children feel safe and valued. All staff share this vision and work together well to ensure the best outcomes for children. The leader keeps the management committee informed well about developments, including any specific issues relating to children or staff. The newly formed management committee is highly supportive of the work of the setting and members undertake their roles responsibly. However, their involvement in judging the effectiveness of the work of the setting and planning for improvements is at an early stage of development. The setting's statement of purpose provides an accurate picture of what the setting offers. There are effective procedures to ensure the safety of all children and staff, and leaders review these regularly.

Leaders and practitioners work well with the local authority support teacher to identify the strengths and areas for improvement within the setting. They review consistently the effectiveness of the provision and plan successfully to make improvements where needed. For example, they identified the need to improve the quality of opportunities for children to develop their skills through imaginative role play. As a result, the setting adapted its role play area and children now engage with it more frequently to develop their social and communication skills.

Leaders ensure that there is a good ratio of suitably qualified staff to children. They deploy them well to meet the needs of children. Leaders maintain effective systems for staff appraisal and development. These provide all staff with beneficial opportunities to reflect upon their practice, identify areas for improvement and any related training needs. All staff are clear about their roles and responsibilities in maintaining a high quality learning environment for children. The leader addresses any issues of underperformance successfully and sensitively. The setting has safe and effective processes for the recruitment and deployment of staff.

Leaders work to maintain effective relationships with parents. They keep them informed well about the activities children engage in and the progress they are making. The small size of the setting allows practitioners to speak to parents on a daily basis. They provide detailed reports on progress in skills through assessments at the start and end of three-year-old provision. The setting works effectively in partnership with other organisations to support the learning and wellbeing of pupils. For example, practitioners liaise well with speech and language therapists to support pupils with specific communication difficulties. The setting has a strong partnership with its host schools that ensure a smooth transition for children into statutory education.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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