



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

**Report following monitoring
Level of follow-up: focused improvement**

**Llandudno Junction Playgroup
Youth and Community Centre
Brickfield Terrace
Llandudno Junction
LL31 9NG**

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by

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

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Outcome of monitoring

Llandudno Junction Playgroup is judged to have made sufficient progress in relation to the recommendations following the core inspection in May 2018.

Progress since the last inspection

Recommendation 1: Improve provision for information and communication technology (ICT) to develop children's skills in this area

Very good progress in addressing the recommendation

The setting leader has delegated responsibility effectively for planning to develop children's ICT skills to the practitioner with the greatest expertise in this area. The role includes checking that all ICT resources are in good working order and ready for children to use, as well as planning to develop their ICT skills systematically. This has led to an effective and consistent focus on developing children's ICT skills in the setting.

Practitioners plan successfully to develop specific ICT skills across the full range of areas of learning. For example, they develop children's numeracy skills, such as their use of positional language, while teaching them how to direct a remote control device forwards and to turn left or right. There are regular opportunities for children to use a range of ICT equipment to develop their oracy skills. For example, they use a microphone to sing songs and talk about the photographs they take on a child friendly camera.

Practitioners plan purposeful activities for children to develop their ICT skills systematically, and assess children's progress regularly. They provide beneficial opportunities for children to practise and embed their skills, as well as developing new skills with direct adult support and guidance. As a result, the setting's processes for developing children's ICT skills has a notable impact on raising children's standards in this area.

Recommendation 2: Use assessments to identify and plan the next steps in individual children's learning, systematically and effectively

Strong progress in addressing the recommendation

Practitioners observe children regularly during focused tasks and in the continuous and enhanced provision across most areas of learning. They discuss findings from these observations effectively during their team meetings. This helps them to build a strong understanding of children's strengths and to identify areas for development successfully. Practitioners record children's attainment regularly and use a colour-coded system to highlight where individuals and groups are ready to move on, and where they need more opportunities to practise and embed skills. Practitioners use this information skilfully to help individual children develop specific skills progressively. For example, through their observations, practitioners realised that a very few children could count to 10 confidently. They responded by maximising

opportunities for children to recognise numbers and count beyond 10 during their free play and in adult-led activities.

Practitioners refer appropriately to the foundation phase framework to help them plan to develop a range of children's skills systematically over time. This is particularly successful in planning to develop children's ICT, mathematical and physical skills progressively. As a result, future planning focuses well on ensuring that children make the best progress over time in most areas of learning. However, practitioners do not focus well enough on developing children's speaking and listening skills in their planning to ensure that they make the best progress.

Recommendation 3: Ensure that recruitment procedures meet statutory safeguarding requirements

Very good progress in addressing the recommendation

The setting ensures that all new members of staff provide two references before starting their roles and they keep these in the staff file. The setting has introduced appropriate systems for ensuring that all references contain appropriate detail, including dates. Leaders have amended the setting's staff and employment policy suitably to include a requirement that new staff complete safeguarding training before taking up their post.

Recommendation 4: Develop positive behaviour strategies to maintain an effective learning environment that supports children's wellbeing and communication consistently

Strong progress in addressing the recommendation

The setting leader and deputy have attended two training courses, which strengthened their behaviour management skills. This has improved their confidence and reminded them of useful behaviour management strategies, such as distracting children rather than focusing on negative behaviour. They share these strategies well with other practitioners, developing a consistent and calm approach in the setting.

Practitioners use a valuable range of strategies to help children follow instructions and conform to the setting's routines. For example, they encourage children to join in action songs that keep them engaged as they move from one activity to another. Practitioners set firm boundaries and reinforce these sensitively. They repeat expectations frequently and use precise language increasingly effectively to praise children and reinforce specific behaviours and actions. This helps create a positive learning environment most of the time. However, very occasionally focused sessions are too long and, as a result, children begin to lose interest.

Leaders visited a setting in a neighbouring local authority to observe good practice. This provided a welcome opportunity for them to reflect on the quality of their routines and led to improvements in the management of the session. Practitioners evaluate how well their routines meet the needs of different cohorts of children regularly and effectively. This has led to useful changes, such as providing separate tables for

different groups of children at snack time, supporting their wellbeing and personal development successfully.

Recommendation 5: Improve practice through providing opportunities for all practitioners to reflect on their performance and work towards targets for improvement

Strong progress in addressing the recommendation

Practitioners have worked productively with the local authority advisory teacher to develop procedures that help them reflect on the quality of their teaching. All practitioners contribute to monitoring practice regularly, and have become increasingly confident in identifying strengths and areas for development. This has had a positive impact on children's progress. For example, after observing a session, practitioners limited the number of planned activities during the physical session. This improved children's progress by giving them more opportunities to focus on specific skills and master these before moving on.

There is an established system to manage staff performance. This provides worthwhile opportunities for practitioners to reflect on their practice, and identifies useful areas of responsibility for the coming year. For example, the setting leader has delegated responsibility for developing physical play and for improving children's use of ICT to practitioners. This links effectively to the setting's development priorities, identified through their self-evaluation process, and to the recommendations from the inspection. Practitioners take on their responsibilities conscientiously and successfully. As a result, most children develop their ICT skills well and have worthwhile opportunities to develop their physical skills. The committee is beginning to support the setting leader effectively through appropriate performance management procedures. However, this is still at a relatively early stage of development.

Recommendation 6: Ensure that the setting's improvement plan is monitored regularly to maintain the pace of progress in priority areas

Strong progress in addressing the recommendation

Leaders identify appropriate priorities for improvement using their first-hand knowledge of the setting and linking with the recommendations from the core inspection appropriately. They review progress regularly at team meetings. As a result, practitioners know the setting well, have a generally accurate picture of the progress they are making and where more action is required. This has led to effective improvements and has supported them well in meeting the recommendations from the inspection.

The setting takes good account of advice and support from the local authority advisory teacher to help them move forward. The recently established committee and elected officers are developing their understanding of the setting's needs appropriately. They have provided valuable support with fundraising and arranging visits in the local community. The committee has begun to support the setting

suitably with the leader's performance management and with relocation to the nearby primary school.

Recommendations

In order to maintain and improve on this progress, the setting should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.