

Report following monitoring

Level of follow-up: Focused improvement joint

Pips Bach- Cefnlllys

**Llandrindod Wells CP School
Cefnlllys Lane
Llandrindod Wells
Powys
LD1 5WA**

**Date of visit:
April 2023**

by

Care Inspectorate Wales (CIW)

and

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

Outcome of visit

The setting is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection and CIW is satisfied that the actions taken to address the non-compliance have resulted in the setting being compliant with regulatory requirements.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the setting from the list of settings requiring focused improvement and CIW is bringing to an end its compliance process.

Progress since the last inspection

R1. Develop children's Welsh language skills

Since the joint inspection, practitioners have attended Welsh language training and have embedded the ideas and suggestions into the everyday life of the setting. This has increased the practitioners' confidence when using Welsh with the children. As a result, children hear a wide range of Welsh vocabulary and phrases throughout the session. Many children are beginning to respond appropriately to practitioners' questions and instructions. For example, they refer to different colours confidently, describe the weather and say where different toys are located. They listen well to Welsh stories and join in enthusiastically when singing Welsh songs and rhymes, when counting different objects, or bidding farewell at the end of a session.

Practitioners have started sharing Welsh words and phrases with families effectively. They are beginning to use social media platforms to inform parents and carers of the words and phrases that they can use at home. Practitioners have created a scrapbook of 'The Adventures of Cadi the Cat'. The scrapbook and toy cat accompany a child home at weekends and families are encouraged to photograph Cadi in different locations and write about what they have been up to. This has created opportunities for children to practice and improve their Welsh skills at home while informing parents and carers of the ways in which they can help with supporting their child's Welsh language skills.

R2. Use observations to monitor children's progress and inform future learning opportunities

Practitioners have started to make regular observations during the sessions and to record the children's progress. They have begun using the curriculum for funded non-maintained nursery settings as well as information from parents and carers before children begin at the setting to help them with this process. This has resulted in the recording of useful observations and comments that help practitioners begin to plan the next steps in children's learning.

Practitioners share their observations with each other effectively to develop an understanding of each individual child's needs. Regular and useful discussions between the practitioners ensure that they respond to the children's interests appropriately. Although this work is still at an early stage of development, it is beginning to have a positive impact on children's learning and the quality of the overall provision in the setting. For example, practitioners introduced a dinosaur theme and a car wash role-play area in response to children's interests. As well as planning for future learning opportunities, practitioners also intervene appropriately as children play. For example, they ask open questions and encourage children to think for themselves as they create their own 'potions'. The children develop confidence when learning about measuring and approximation when pouring liquids from one vessel to another.

R3. Develop self-evaluation processes to identify and secure improvements

Since the joint inspection, leaders have worked together effectively in using a wide range of evidence to identify accurately progress against their priorities. They consider the views of practitioners through regular informal conversations, and more formal weekly meetings. This means that all practitioners contribute effectively to the self-evaluation and improvement planning process. Leaders gain the views of parents through regular interactions and questionnaires and ask parents to share their child's opinions so that their views can be included. Leaders also work closely with external agencies to improve their provision and to refine their processes.

There is now a clear process for self-evaluation that informs the setting's improvement plans in a structured and well considered way. This new approach to self-evaluation has already led to improvements at the setting. For example, as a result of improved parental communication and listening to their views, the setting has introduced 'stay and play' sessions. Leaders have also introduced a new digital communication tool to show parents examples of the progress their child is making. These actions have resulted in improved communication between the setting and the home, with parents becoming more knowledgeable about their child's progress and better informed about how they can encourage their child's learning at home.

R4. Address the areas of non-compliance identified during the inspection

Leaders have made clear improvements in terms of safe recruitment of practitioners. They have ensured that full and satisfactory recruitment information is now in place for all practitioners, and they undertake regular supervision and annual appraisals. Leaders have amended the Statement of Purpose and it is now fully compliant with regulations. New setting specific risk assessments are now in place and are adhered to, including recording daily checks. Leaders have updated all children's files to ensure that they contain the correct required information in line with regulations and include the name and address of the registered medical practitioner with whom the child is registered.

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