



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

A report on

**Pentredwr Under 5's Playgroup
Ysgol Maes y Mynydd
Pentredwr
Rhos
LL14 1DD**

Date of inspection: March 2017

by

**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

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Context

Pentredwr Under 5's Playgroup is an English medium setting in the Wrexham local authority. It is based within Ysgol Maes y Mynydd, and is registered for up to 24 children under the age of eight and is open during school term time from 9.00 am until 11.30 am.

There were 31 children on the register during the inspection. Twenty of these are three-year-olds and 15 receive early years funding from the local authority. Three staff members support the lead practitioner. All have appropriate early years qualifications and have worked together in the setting for many years.

Most children attending the setting come from the local area. Most have English as their home language and none come from homes where Welsh is spoken. The setting identified that there are currently no children attending with additional learning needs.

The setting was last inspected by the Care and Social Services Inspectorate Wales (CSSIW) in December 2015 and by Estyn in March 2010.

Summary

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

Current performance

The setting's current performance is good because:

- During their time in the setting, most children make worthwhile progress in their literacy and numeracy skills
- Nearly all children come into the setting happily and settle to activities quickly
- Nearly all children are keen to learn and have positive attitudes to new experiences
- Most children behave well and are polite to one another and to adults
- Practitioners engage children's interest well and contribute positively to children's progress
- Practitioners create a nurturing environment that provides children with beneficial support in their learning and development
- Practitioners provide children with stimulating activities and experiences across nearly all Foundation Phase areas of learning

Prospects for improvement

The setting's prospects for improvement are good because:

- The management committee supports the setting well to sustain effective provision and purposeful use of funds
- Practitioners work together effectively and have a clear understanding of their roles and responsibilities
- The current self-evaluation and resulting action plan reflect the setting's needs accurately
- Practitioners are keen to develop their professional skills and training opportunities are used successfully
- The setting's partnership with the local school supports children's transitions to the next stage in their learning beneficially
- Practitioners respond positively to advice and guidance

Recommendations

- R1 Plan regular opportunities to develop children's information and communication technology (ICT) skills
- R2 Record children's next steps in learning consistently to ensure progress
- R3 Provide more opportunities for children to learn about the world in order to develop their understanding about other cultures and beliefs
- R4 Ensure that the self-evaluation process includes the views of all interested parties including parents and children

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

During their time at the setting, most children make worthwhile progress from their starting points, which are generally lower than those expected for children of this age. They develop an effective range of literacy and numeracy skills and a positive range of knowledge, understanding and skills across nearly all areas of learning. Most children speak clearly and make themselves understood when interacting with adults and other children. For example, when playing with the small world farm they talk about the different animals and discuss how to make houses for them to keep warm. Nearly all children enjoy looking at books especially during their weekly visit to the library in the school. Most sit quietly and handle books correctly, showing a real interest in the pictures. A few retell familiar stories to themselves or with a friend enthusiastically. Most children sit and listen attentively to stories read to the group and show their appreciation and understanding through comments and questions. For example, when listening to the story of The Three Pigs they exclaim 'watch out, the wolf is hiding!' Most children make marks successfully using a range of media such as pens, pencils, paint, chalk and playdough. They show increasing control in their use of different implements such as brushes, pens and scissors. A very few are beginning to write the first letter of their name well.

Most children use mathematical language appropriately in different contexts. They talk about containers being full or empty when playing with water. A minority show good understanding when they comment that something is nearly full. Most children are beginning to use ICT successfully when they play with electronic toys such as a kettle, toaster and microwave in the home play area.

Nearly all children are developing their use and understanding of the Welsh language suitably. They sing songs and rhymes in Welsh with real enthusiasm and understand the Welsh used by the adults. Most children develop their physical skills well. They ride bikes, throw beanbags accurately into containers and balance carefully along low beams.

Wellbeing: Good

Nearly all children come into the setting happily and are eager to see what the day holds for them. Most are polite and behave well. They respond with respect to adults and to one another. Most know that it is important to share and to take turns and manage this successfully. Many play together in pairs or small groups happily.

At snack time, all children sit together, share well and identify their own placemat successfully. They pour their own drinks and wait their turn. Nearly all children are developing a good understanding of health and hygiene. They understand the need to wash their hands after using the toilet and before eating, and do so independently.

Most children make clear choices about the activities they would like to do and move confidently around the different areas of learning. For example, they decide whether they would like to create a face or a chicken and which craft materials they want to use. Most remain involved in their chosen activity for suitable periods of time, such as when making eggs from playdough to put in the chicken's nest. When they go outdoors to play, most children find and put on their own coats independently.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Practitioners provide children with a wide range of stimulating activities across nearly all Foundation Phase areas of learning. Careful tracking of the curriculum ensures that children's learning builds effectively on what they understand, know and can do. As a result, children enjoy their learning and make worthwhile progress in their learning and development. Practitioners regularly discuss with the children what they know about a topic and from this plan appropriately to develop further their knowledge and understanding. Although they do not record this information, the process is clearly effective in following the interests of the children.

There is appropriate provision for the development of children's literacy and numeracy skills. Children have beneficial opportunities to develop their writing, speaking and listening skills through a mixture of both play and well-planned adult led activities. Practitioners successfully promote children's interest in books and stories in both the setting and when they visit the library in the school. They routinely encourage children to count as part of their play activities, for example counting how many beanbags they can throw into a target when playing in the outdoor area. However, practitioners do not plan for a systematic development of children's early ICT skills and, as a result, children's use of the equipment is limited.

The setting provides interesting opportunities for children to learn about the culture and traditions of Wales through their celebrations of St David's Day. However, children's awareness of the traditions of other cultures is less well developed.

Teaching: Good

Practitioners are very experienced in working with young children and have a sound knowledge and understanding of the Foundation Phase. All practitioners manage behaviour well and have high expectations of the children. They know the children well and plan an effective range of interesting activities that engage children purposefully. There is a good balance between child selected and adult-led activities and good opportunities for children to learn through play and through first hand experiences. For example, they harvest the potatoes that they grow and use them to make soup for their snack.

Practitioners interact positively with the children. They know when to intervene and when to allow children to explore and experiment for themselves. All practitioners contribute to recording the progress of children through planned and incidental observations. These observations link well to Foundation Phase outcomes and enable practitioners to identify children's next steps in learning successfully.

Although practitioners use this information to inform future planning well, there are no clear procedures to record this.

Parents and carers receive useful information about their child's progress through informal conversations with practitioners. At the end of the year, they receive a detailed record of their child's time in the setting, including photographs and samples of work.

Care, support and guidance: Good

The setting promotes children's health and wellbeing well. During snack time, children enjoy a varied selection of healthy snacks, with a choice of milk or water to drink. Children brush their teeth in the setting every morning and undertake a range of physical exercise in the outdoor area and when they use the school hall. There are good procedures in place to develop children's understanding of sustainability. Children recycle paper and cardboard in the setting and save their left over snack food. When these containers are full, small groups of children take them to empty into the school's recycling area.

Practitioners provide meaningful opportunities to promote children's spiritual social and moral development. For example, practitioners encourage important values such as honesty, fairness and respect and, as a result, most children are kind to one another. Visits into the school grounds to look for leaves and signs of autumn help children to develop a sense of awe and wonder about the world. However, there are few opportunities for children to develop an understanding of people from other cultures or with different beliefs

There are currently no children identified as having additional learning needs. Practitioners have worked with outside agencies in the past and their experience ensures that they are able to identify children that may require support at an early stage. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Learning environment: Good

The setting is an inclusive community and children feel valued and cared for. All children have equal access to the curriculum and to all activities. Practitioners are good role models and encourage children to treat each other with respect and kindness. This influences the warm and nurturing ethos that pervades the setting.

The classroom is set out with clearly designated areas of learning, and equipment is easily accessible to the children. The indoor accommodation and outdoor areas are secure and well maintained. Displays include recent examples of children's work and create an attractive and welcoming environment. The plentiful resources are of good quality and used well to support planned learning activities. The outdoor area is adjacent to the classroom and, although it is not large, practitioners work hard to make best use of it. Practitioners further enhance children's experiences through regular visits to other areas in the school, including the grounds, the hall and the library.

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

Leadership: Good

Staff in the setting have worked together for many years and share a clear vision for improvement based on a thorough understanding of the needs of the setting. They work together successfully and share responsibilities well. They provide a happy and purposeful learning environment, where children are stimulated and eager to learn. All practitioners have clear areas of responsibility and fulfil their duties efficiently.

Members of the management committee are highly committed to the setting and have a good understanding of the requirements of the Foundation Phase. They provide positive support for the staff and keep themselves up to date with what is happening in the setting.

The setting has well-established and worthwhile procedures for the performance management of all practitioners. An effective training programme ensures that practitioners are aware of what they need to do and can improve their knowledge and practice successfully. Members of the management committee ensure that risk assessments and health and safety policies are robust and up to date.

The setting pays good attention to national and local priorities. For example, practitioners develop the concept of healthy living effectively through a clear focus on healthy eating, exercise and brushing teeth.

Improving quality: Good

The setting makes good use of the local authority's self-evaluation guidance to reflect on its provision and practice. As a result, practitioners know the strengths of the setting and are able to identify areas for improvement successfully.

Current areas for development in the setting action plan, arise directly from the self-evaluation process and are relevant to the needs of the setting. This has already led to worthwhile improvements to the provision, for example putting in place a self-registration system for the children when they arrive in the morning. This develops their independence well.

Similarly, another target to establish individual record books for each child supports practitioners in their observations and assessments of children's progress. As a result, practitioners are able to recognise more clearly the next steps in children's learning.

However, on occasions, actions identified do not identify costs and timescales clearly enough. Although the setting listens to the views of parents and children informally, there are no formal processes to seek the views of these interested parties. As a result, it is not always clear how the setting responds to their suggestions.

Partnership working: Good

The setting works effectively with a range of partners to improve provision and to raise children's standards and wellbeing. The strong links with the school provide beneficial support for children's transition arrangements. For example, children in the setting become familiar with the school through their use of the hall and library. During the summer term, they also use the nursery outdoor play area, which further familiarises them with both the physical environment and the adults in the school. As a result, they settle into school quickly and confidently.

The local authority link teacher is also the leader of the Foundation Phase in the school. This close proximity gives her a clear insight into the needs of the setting and the opportunity to establish beneficial relationships with the practitioners. As a result, the setting is making positive progress in the establishment of a more organised process of assessing and recording children's progress.

Practitioners have good relationships with parents and carers. They make worthwhile daily contact at the beginning and end of the sessions to share information and to tell parents informally how their children are doing. Practitioners further involve parents and carers in the life of the setting by encouraging them to take part in an adult fund raising walk around the local area. This is highly successful, not only in raising funds but also in establishing good quality relationships. More recently, the setting has established a social media page where parents are able to keep up to date with what is happening.

The setting has good links with the local community. Children visit the local fire station to enhance their understanding of the world around them. Setting staff run a fund raising tombola stall at the school's summer fayre, with the prizes being donated by local shopkeepers.

Resource management: Good

Practitioners work closely together as a strong team. They deploy themselves appropriately during the sessions and provide one another with good support. All practitioners are well qualified and the management committee supports further professional development well.

Children benefit from a well-maintained classroom, equipped with good quality resources that meet their learning needs well. Practitioners access a worthwhile range of suitable training. Although there are no formal procedures to share and evaluate the impact of training, practitioners do so informally as part of their daily interactions. As a result of advice from the link teacher and visits to other settings, practitioners have initiated a number of improvements to their provision and practice. These include ensuring that children are not kept sitting on the carpet for too long and providing a more welcoming environment in the book area.

The treasurer oversees the budget successfully and ensures the most efficient use of limited funds. Practitioners consider all spending carefully to ensure efficient use of funds and discuss together the cost of any new equipment. This ensures that spending decisions are appropriate and in line with identified areas for improvement.

The management committee is also pro-active at trying to secure further funding and has recently been successful in gaining a grant to buy a printer for the setting to use both for administration and with the children. In view of the positive outcomes for children and the interesting learning experiences available, the setting provides good value for money

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	12	8 67%	4 33%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		79%	20%	0%	0%		
My child likes this setting.	12	10 83%	2 17%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		84%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	12	10 83%	2 17%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	14%	0%	0%		
My child is making good progress at the setting.	12	8 67%	4 33%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	19%	0%	0%		
Children behave well in the setting.	12	6 50%	6 50%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	28%	1%	0%		
Teaching is good.	12	10 83%	2 17%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		80%	19%	0%	0%		
Staff treat all children fairly and with respect.	12	9 75%	2 17%	0 0%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		83%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	12	8 67%	4 33%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		76%	23%	0%	0%		
My child is safe at the setting.	12	9 75%	3 25%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	12	7 58%	4 33%	0 0%	0 0%	1	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	12	5 42%	7 58%	0 0%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	31%	5%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	12	8 67%	4 33%	0 0%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	12	6 50%	6 50%	0 0%	0 0%	0	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		65%	31%	3%	1%		
My child is well prepared for moving on to school.	12	7 58%	4 33%	1 8%	0 0%	0	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		73%	26%	1%	0%		
There is a good range of activities including trips or visits.	12	7 58%	4 33%	1 8%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		63%	32%	4%	1%		
The setting is well run.	11	7 64%	4 36%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	18%	1%	0%		

Appendix 2

Reporting inspector – delete as appropriate

Mary Dyas	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)

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.