

A report on

Garden Village Playgroup

**Garden Village Playgroup
Wat's Dyke Way
Garden Village
Wrexham
LL11 2TE**

Date of inspection: June 2022

by

Care Inspectorate Wales (CIW)

and

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

About Garden Village Playgroup

Name of setting	Garden Village Childcare
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Carla Davies Bethan Morris-Williams
Person in charge	Carla Davies
Number of places	50
Age range of children	2 years - 12 years
Number of 3 and 4 year old children	11
Number of children who receive funding for early education	11
Opening days / times	Monday - Friday 9am - 6pm (Early Education provided 9am - 11:30am)
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/children who use, or intend to use their service.
Date of previous CIW inspection	04/03/2022
Date of previous Estyn inspection	25/03/2014
Dates of this inspection visit(s)	21/06/2022
All children come from English speaking homes.	

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Further develop self-evaluation and improvement planning.

What happens next

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

Main findings

Well-being:

Nearly all children arrive happy, excited and ready to play and learn. They show contentment and happiness and interact positively with practitioners and visitors. Most children are confident in expressing their feelings and making effective decisions when choosing resources and activities independently. For example, children choose to play in the outdoor sandpit instead of taking part in a sports activity. Children show resilience, motivation and perseverance in their play and learning. Nearly every child responds eagerly to the challenge and support of practitioners. They demonstrate imaginative skills when mixing their stew in the outdoor mud kitchen.

Nearly all children cope well when they are separated from their parents and carers on arrival, and all receive an individual welcome. They have close emotional bonds with practitioners, allowing them to feel secure and relaxed. Most of the children focus particularly well and independently when taking part in stimulating activities. They share and collaborate extremely well with other children. For example, the older children comment positively on each other's creations during a colouring activity.

Nearly all children are interested and engaged in the activities on offer to them. For example, two children co-operatively cut a cucumber in the role play corner, one said *"I'll hold it here, you cut it with the knife"*. Older children attending the after-school club eagerly choose to take part in a craft activity. Children have opportunities for both free play and adult-led activities, which are developmentally appropriate. Children receive verbal praise for their achievements. Children's work is displayed on the walls of the setting which gives them a sense of pride and belonging.

All children are happy to play together and with the practitioners. For example, a group of children make spiders in the playdough area with a practitioner. They enjoy pleasing others and welcoming visitors. They work with others very well and are patient whilst waiting their turn. Nearly every child enjoys taking part in activities very much, and they do so confidently. They follow their interests and are very enthusiastic when engaging in activities that interest them. The older children problem solve effectively and work well together when organising their play and games.

Nearly all children develop their self-help skills successfully during snack time, which develops their self-esteem effectively. For example, younger children use tongs to serve their snack and jugs to pour their own drinks. The older children choose the filling and make wraps independently at snack time. Most children use large play equipment, such as bikes, balls and balance beams, with increasing control.

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

All children make very good progress from their individual starting points. They enjoy their learning and achieve well in their activities. Many children's communication skills are good, and all children are making progress, including those at the earlier

stages of development. They use appropriate language in spontaneous and structured play. For example, a child with English as an additional language names the coloured paints and describes the sand flowing through a sieve as rain. Many children express themselves with confidence and a few use rich vocabulary when creating feather potions in the creative corner. A majority of children show an interest in books and enjoy listening to stories on the mat and outside in the reading nook. Most children listen well in discussion time on the carpet and follow instructions carefully. Children's Welsh language skills are progressing well through the use of songs, rhymes and stories. For example, all children enjoyed the story of Ticw the Welsh bear and joined in reading with a practitioner.

Many children's physical skills are developing well. Most children pedal bikes and handle balls and hoops effectively. Many show good ball control and are developing fundamental movement skills, for example during a games session delivered by a football coach. Many children use large play equipment with increasing control. They handle large spades, water scoops and pipes effectively. Many children develop good fine motor skills, and they make choices about the resources they use confidently. They manipulate playdough well using small sticks and stick-on eyes to create spiders in the dough play area. Most children are developing problem solving skills well. For example, they work out how to get insy winsy spider out of a drainpipe by pouring water into tubes.

Many children develop a worthwhile range of numeracy skills successfully and are beginning to count. For example, they accurately count the children at registration time by pointing at them in turn and saying the corresponding number out loud. Many children enjoy being creative, for example, when using paintbrushes and water on the patio flags and walls to paint pictures of a giant water slide. Nearly all children express themselves through music and movement. They dance with enjoyment during dance sessions. Nearly all children develop personal skills well. They are beginning to prepare their own snack and help themselves to a drink from an outside water station. Most children develop effective social skills and emotional skills and co-operate well with each other in their play.

Care and development:

Practitioners follow rigorous and robust systems and procedures to ensure children's health and safety. They have a strong understanding of their responsibilities and provide good opportunities for children to develop in line with their age and ability. There are good cleaning procedures in place with practitioners ensuring surfaces and tabletops are wiped clean after snack. Hygiene procedures and practices are effective, and practitioners encourage children to wash their hands at regular intervals, in particular before snack and after messy play activities.

Practitioners keep thorough records of any accidents, incidents, pre-existing injuries and personal information. All practitioners have up-to-date child protection training and are confident when discussing any problems or concerns that arise. They are confident in discussing how to raise any concerns they have, including referring to the local authority when needed. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. The setting has good procedures to support children with identified and emerging additional learning needs. Practitioners act diligently on the advice of specialist agencies for the benefit

of the children. Partnerships with parents are also effective in supporting their children.

Practitioners have up to date first aid and food hygiene certificates, which support children well. They provide children with healthy and nutritious food at snack time, such as crackers, carrots and fruit along with a choice of milk or water. Fresh water is available to the children throughout the sessions and practitioners remind children to drink plenty of water on hot days. Practitioners are well qualified and are provided with opportunities to develop their professional development. For example, some staff have recently signed up to a level 4 childcare qualification.

Practitioners have excellent knowledge of children's individual development needs. They are skillful in differentiating the language they use and the questions they ask based on the children's individual needs. For example, staff ask children about their day in school and what they had learnt. They act upon information from parents when registering to successfully meet the children's needs. This also reinforces the strong relationship that exists between practitioners and parents.

Practitioners provide effective opportunities for children to develop an understanding of being Welsh and the wider world. As a result, they learn how to treat people of all cultures with respect and tolerance. For example, they celebrate the customs of the Chinese New Year, in addition to St David's Day, Easter and Christmas. Practitioners use a good level of incidental Welsh at the setting such as modelling Welsh words and phrases for children to repeat.

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

Generally planning is effective and there is a range of activities that promote the all-round development of children. This allows for children to develop their skills successfully over time. Planning takes good account of the principles of the foundation phase and the Curriculum for Wales, and some practitioners are beginning to develop activities based on children's interests. There is an appropriate balance of adult-led and child-initiated learning. For example, practitioners provide a range of activities based on spiders after several children show interest in spiders. However, not all practitioners are involved well enough in the planning process.

The setting's systems for recording, monitoring and reporting progress are effective and practitioners skillfully plan learning experiences based on the children's previous learning. Practitioners have up-to-date knowledge of child development and understand how to support those with additional learning needs. They support parents of children with additional needs through the referral process very well. Practitioners' interactions with children are excellent and they know when to intervene appropriately in children's activities and play and when to stand back and observe. Their questioning to challenge and support children to develop their learning is very effective.

Practitioners have high expectations of all children and consequently children learn how to relate to others and take responsibility for their actions. This is encouraging children to form positive attitudes to each other and to start to develop self-discipline. The setting is suitably equipped to develop children's skills. There is a wide range of

media for developing mark making and early writing skills both indoors and outdoors, such as chubby crayons, chalks, paint and marker pens. Staff value the children's creative process and not the end product. Practitioners are excellent language models. They model correct grammar and take opportunities to extend children's vocabulary through the course of their play. Children's information and communication technology (ICT) skills are developed suitably through a range of appropriate equipment such as karaoke machines, remote control cars and metal detectors.

Provision for spiritual, moral, social and cultural development is very good and the children have had access to yoga and mindfulness sessions. Practitioners foster values such as honesty, fairness, and respect and promote principles that help children to distinguish right from wrong.

Environment:

The premises are secure and children benefit from having plenty of space to play, learn and eat. The setting has robust systems to ensure children's safety. Visitors cannot access the setting unless admitted by a practitioner, and all visitors sign in upon arrival and out on departure. Leaders ensure that children are safe and keep healthy by following a range of very clear and comprehensive policies. They give priority to assessing every risk relating to the outdoor and indoor areas on a daily basis. Practitioners ensure that systems for collecting the children at the end of sessions are thorough and effective. They practice fire drills regularly so that the children can familiarise themselves with the arrangements. The setting is clean and inviting and is very well maintained.

The quality of the learning environment is of a very high standard and provides valuable and challenging opportunities for children. Practitioners organise the learning areas very effectively to stimulate the children and ignite their imagination. This successfully supports their creative skills and encourages them to be inquisitive learners. The outdoor areas offer excellent opportunities for children to spend time using and experimenting with natural resources in an extremely large, attractive and stimulating environment. For example, children playing with the real pots and pans in the large outdoor mud kitchen. Children benefit from having a free flow access to the outdoor area which enables them to make decisions on how they spend their time at the setting.

The furniture, equipment, toys and resources are appropriate and suitable, well maintained, and conform to the relevant safety standards. Equipment is kept at a level that is suitable for the age of the children that attend. This ensures that every child is able to reach equipment easily and make purposeful choices in their play. Toys and resources in each childcare room are age and stage appropriate. The setting has a number of wall displays which celebrate the children's work, which is annotated, that help them to develop a sense of self-worth and relevance successfully. There is a selection of toys and equipment to promote cultural awareness, including books and small world play figures.

Leadership and management:

There is a strong positive ethos among practitioners, and all are committed to the aims of the setting. The setting has a clear statement of purpose that informs parents about the setting's work and what it has to offer. The responsible individual ensures that a range of relevant policies and procedures are in place. These are applied in practice effectively. As a result, children are nurtured well in an inclusive and welcoming environment.

There is some awareness of the setting's strengths and staff take account of the views of practitioners, parents or carers, children, and other stakeholders. However, the leadership approach means that not all practitioners understand the key improvement priorities of the setting. Leaders carry out staff supervisions, but this is not always regular and does not link directly to improvement planning. The current practitioners have relevant and appropriate qualifications and experience of working with young children. All staff show a commitment to continuing professional development and attend regular training. Useful staff development sessions are provided regularly and focus on key areas such as the new curriculum for Wales and additional learning needs.

Leaders make effective use of available grants. For example, improvement to the indoor environment has enabled free flow provision between the hall, indoor classroom and outdoor area and this has greatly improved the quality of the environment. The setting is located close to the local primary school and leaders take advantage of this by facilitating communication to support transition effectively. For example, the children attended the Queen's Jubilee events in the school. This allows children to move onto the next stage of their education smoothly. The setting has very good links with the community and engages in projects and events that are beneficial to all partners. For example, the setting has a project on intergenerational care and there has been a very successful exotic animal evening for parents, children and their families. Parents are well informed and feel included and part of the setting.

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)