

A report on
Llanddulas Playgroup

**The Pavillion
Ysgol Llanddulas
Minffordd Road
Llandudno
LL22 8SU**

Date of inspection: July 2022

by

Care Inspectorate Wales (CIW)

and

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

About Llanddulas Playgroup

Name of setting	Llanddulas Playgroup Nursery
Category of care provided	Sessional Day Care (SDC)
Registered person(s)	N/A
Responsible individual (if applicable)	Keith Eeles
Person in charge	Julie Heap
Number of places	24
Age range of children	2 years 3 months - 5 years
Number of 3 and 4 year old children	11
Number of children who receive funding for early education	3
Opening days / times	Monday to Friday 8.45am - 12.45pm
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	This is a post registration inspection
Date of previous Estyn inspection	April 2013
Dates of this inspection visit(s)	05/07/2022
Nearly all children come from English speaking homes.	

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Further develop observations and assessment procedures

What happens next

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

CIW and Estyn will invite the setting to prepare a case study on its work in relation to using real-life experiences to provide highly engaging learning experiences, for dissemination on their websites.

Main findings

Well-being:

Nearly all children communicate very confidently and are enthusiastic to show or talk about what they have been doing. They tell practitioners how they are feeling and use mood stars and voting discs to ensure that they are understood.

Nearly all children have really exciting opportunities to make choices and decisions. They chose to play indoors or outdoors and access resources freely. They can move resources around and use them however they want. For example, children find loose parts such as shells and pebbles and small world sea creatures to create their rockpool. They add water over the top of their 'sea', originally made using foil and shiny fabric. Some focused activities are initially adult led, for example when children create their sea creature collages. However, children are always asked if they want to take part, and their decisions are respected. Children understand practitioners value their opinions and interests highly and know they will act upon their suggestions. They ask practitioners to record their ideas and interests on their 'Our Voice' display. Children feel valued as their ideas result in changes to role play areas and outings to the beach.

Nearly all children are flourishing at this setting and are very happy to attend. They cope well with separation from their parents or carers and are confident they will be well looked after by practitioners and their keyworkers, who support them and know them well. They form strong bonds of attachment with practitioners who respond to their needs and develop a strong sense of belonging. They know where to place their coat and the routines to follow. They can see their photographs and artwork displayed on walls, and take-home story sacks, Ticw Bear, and Leo the Lion for overnight adventures.

Nearly all children are fully engaged. They co-operate, share resources, and take turns very well, for example when digging for lettered pebbles in the sand. They behave appropriately by being kind and consistently showing respect for property and people. Nearly all respond well to instructions and receive plenty of positive encouragement for their achievements, effort, and good manners. A few are sensitive to the needs of others and offer to help to refill cups of water when their friends' feelings are hurt, because their cups are emptied to make puddles.

Nearly all children are highly motivated and very capable of creating their own play. Nearly all children's creative and imaginative skills are very well developed. They engage purposefully in activities, concentrating hard to complete age and stage appropriate tasks, and to solve problems. Nearly all children feel inspired and motivated when learning about their rock pool, questioning the shape and colour of a hammerhead shark figure, and examining a real squid bought from the fishmongers, with a magnifying glass. They have a great sense of achievement when they complete a task, proudly showing others their sea creature collage, and finding the right pose when practicing yoga. Most help to plan their own learning by suggesting ideas and interests they would like to follow, linking the concepts they are exploring to real life experiences.

Children develop well and gain independence skills. They help themselves to drinks, wash cups and plates after snack, and they are consistently encouraged and given time to put on dressing up costumes such as wetsuits for role play, coats, waterproof trousers and wellies for outdoor play.

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

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:

Nearly all practitioners implement the settings policies and procedures and promote healthy lifestyles, physical activity, personal safety, and well-being effectively. They are experienced and well qualified. All practitioners have appropriate first aid qualifications. Practitioners encourage children to bring healthy lunch boxes to playgroup, and to have plenty of fresh air and exercise during each session. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern

Practitioners are fully aware of the procedures to follow when dealing with concerns, accidents, incidents and when administering medication. Practitioners supervise children well, complete daily registers and show genuine concern when children are absent. Staffing ratios are above those required. Practitioners promote regular handwashing effectively. They undertake suitable risk assessments for fire safety, outings, activities, and the premises themselves. Practitioners are aware of the benefits of risky play.

Nearly all practitioners support children to speak or express themselves well. They respond to children's requests and engage them in meaningful conversations to extend their learning. For example, they discuss the scales on the squid, and provide support when forming words with letter sounds. Practitioners have a good understanding of child development, are kind and genuinely care about the children. Behaviour is well managed, and practitioners use positive reinforcement strategies effectively.

Practitioners provide a wide range of play and learning activities, which are diverse and promote different cultures. Keyworkers plan for progression effectively, which supports children's individual needs significantly, and allows them to follow their own interests. Practitioners are starting to implement the principles of the Curriculum for Wales and track children's progress well. They respond to children well, genuinely listen and respect children's views.

Practitioners are sensitive to the needs and experiences of children and are fully aware of the requirements of the Additional Learning Needs and educational tribunal Act which they implement effectively. Leaders attend relevant training and share information. Practitioners ensure the individual needs of any new starter are planned for, and prepared in advance, ensuring the setting is fully inclusive. Lead practitioners are fully aware of the role of outside agencies, referral schemes and the support they

can offer. They are proactive, ensuring that advice from outside agencies is used to support children's learning.

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

Practitioners plan the space and resources effectively to encourage children to follow their own interests. Planning engaging experiences linked to first-hand experiences is highly effective in connecting learning and inspiring children. Practitioners promote the voice of the child actively through ongoing discussions and responding to sparks of interests, which challenge children to explore their own curiosities. Provision for outdoor learning is a strength and has been developed over time to provide authentic, open-ended opportunities that excite children to engage in learning. Provision for children to experiment with new experiences and become confident explorers of the world is very well developed.

The setting promotes opportunities to develop communication, literacy, numeracy, and ICT skills well. For example, following a host of sea-based trips, such as to a stony beach, a sandy beach, the lifeboat station, the fish market and the aquarium, practitioners enable the children to play in a sea scape area at the setting. They provide the children with opportunities to draw on previous experiences, compare, sort, and discuss the sea life and use interesting words to describe their play. Children use ICT independently and purposefully when communicating in the role play lifeboat station on the walkie talkies.

Practitioners develop children's Welsh skills systematically. They promote the children's awareness of Welsh traditions and culture well. Interactive activities with parents celebrate the Welsh language at home as well as in the setting. For example, Ticw Bear goes home with the children and teaches everyone at home to use every day Welsh words.

Firsthand experiences, including outings on trains, buses, boats, and visits to sit on Concorde at the airport, provide good opportunities for children to be curious and ask questions about the world we live in. Provision for caring for our environment is a strong feature at the setting. Children nurture the vegetables and flowers they grow and encourage insects and bees to visit. Practitioners provide useful opportunities for children to become more sustainable, recycling packaging, composting, and planting the annual Christmas tree at the bottom of the garden.

Practitioners focus on the implementation of the new non maintained curriculum which has resulted in new ways of working. They have discussed and considered the four purposes of the new curriculum and value the importance of learning through play. Children are an integral part of the process of learning, the practitioners respond to their individual needs consistently well. Practitioners have thorough knowledge of child development and use this successfully to enable learning. They take time to listen to children and value the children's contributions, skillfully supporting children to take calculated risks and challenge themselves. They model language well commenting on children's play without interfering; they know when to intervene and when to step back.

Practitioners support children to develop their personal and social skills very well. They show respect to each other, share resources when playing and listen to the ideas of others, for example sharing the pens to draw treasure maps and taking it in turns to pull the treasure from the chest. Children have plentiful opportunities to engage in arts, sports, and music. For example, they visited an interactive art exhibition by a well-known children's author in an art gallery

Practitioners know their children very well. They have a good understanding of child development and make regular observations. The practitioners are exploring different approaches to recording observations and assessments with a particular focus on new ways of working. However, these are in their early stages. They use assessments to inform future experiences and to support the next steps in learning. Parents are kept very well informed about the progress of their child throughout the year.

Environment:

Leaders ensure that the environment is safe and secure, and practitioners supervise children well. Visitors are asked to sign in, show identification, and follow appropriate COVID-19 procedures to keep children safe. Secure fencing and gates ensure children are safe when outdoors and doors are locked when children are inside. Risk assessments including outings, fire safety and use of the minibus are thorough and completed in partnership with Llanddulas School, who use the same areas for nursery children each afternoon. Toilets and handwashing facilities are age appropriate and there are suitable handwashing stations outdoors as well as indoors. Hand sanitising and tissue stations are located throughout the premises. Dedicated leaders and practitioners ensure that the premises are kept clean and well maintained.

Leaders and practitioners provide a welcoming and rich environment, which supports children's needs and enables them to learn, play and reach their potential. They provide children with an excellent range of resources, which they change regularly to fit the children's needs and interests. Practitioners ensure that the layout of the indoor and outdoor play areas promotes children's independence successfully. Children flow between indoor and outdoor areas. The outdoor environment is regarded as an extension to the children's learning environment and contains an outdoor classroom and covered area for storytelling. Leaders extend children's knowledge and development by offering an extensive range of resources which challenge and stimulate children's curiosity and interest consistently. Leaders ensure that the children have access to their local environment outside of the playgroup. They use a minibus to transport children to local beaches, and places of interest such as Llangollen Canal and Manchester Airport to see Concorde.

Leaders ensure that the furnishings and equipment used are of good quality, clean, well maintained and age appropriate. All furniture is of an appropriate size and height and the low-level storage units enable children to find and choose resources easily. The main room is welcoming, bright, and well maintained. Practitioners display children's artwork and information for those caring for them, showing them that they are valued. Leaders provide areas for messy play, and areas for children to sit quietly to look at books for example. Children access snacks and drinks independently and have a table at which to sit to enjoy them.

Leaders promote recycling by encouraging children to place unwanted food items in the compost bin. They discuss environmental issues, such as the need to water plants, grow herbs and flowers, caring for bees, creating bug hotels, litter picking and the amount of plastic in the oceans. The children show interest and learn to care for their environment.

Leadership and management:

Highly effective leaders promote a positive and caring ethos where staff, children and families are supported well. They have a clear vision to provide an inclusive setting where practitioner and child feels valued and excited to learn. Leaders consistently set high expectations for themselves and practitioners. Highly beneficial reflective teamwork results in creating a family atmosphere. As a result, the well-being of practitioners, parents and children is very strong. Leaders work closely with the responsible individual and committee to ensure that the setting is fully supported in all aspects of the work. For example, the finances are monitored carefully, and spending is focused on effective improvements at the setting. The statement of purpose reflects the setting well.

Over time, leaders have established beneficial evaluation and improvement processes. The evaluation values and considers the views of parents, staff and children. For example, the practitioners regularly talk to children about their play and learning and the information is used in the evaluation process. Discussions, following thorough evaluation, result in identifying purposeful development targets, which leaders ensure the setting works purposefully towards during the year. This is a particular strength at the setting. Leaders are forward thinking and up to date with current national changes in education. This influences evaluation and improvement appropriately. For example, practitioners reflect on the way children learn and play and have changed the structure of their sessions as a result. This has resulted in children accessing long periods of uninterrupted play, which supports their overall development well.

Practitioners are well qualified and work as an established team. They fulfil their roles and responsibilities skillfully. Practitioners' attendance at training impacts positively on the outcomes for children. They take time to discuss new ideas and information and ensure children benefit from their increased knowledge. Leaders use grants and additional monies successfully to improve the provision and outcomes for children purposefully.

Leaders have developed very strong links with a range of partners, which fully support and enhance children's well-being and learning creatively. Leaders expertly create a strong sense of belonging through links with the local community. The children are well known and regularly seen out and about, attending charity coffee mornings, the local foodbank and church services. Established transition arrangements to feeder schools ensure that children are confident to move to the next stage of their education. Relationships with parents are highly effective in creating a strong sense of family. Parents greatly value the regular communication and open-door policy.

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)