



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Chepstow Leisure Centre Playgroup
Chepstow Leisure Centre
Welsh Street
Chepstow
NP16 5LR**

Date of inspection: April 2015

by

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Reporting Inspector**

for

**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

Chepstow Leisure Centre Playgroup is a non-maintained English medium setting situated in Chepstow. A voluntary committee runs the playgroup that is based in a community room at the leisure centre. Four morning sessions are provided each week during school terms

At the time of the inspection 26 three and four year olds were registered. The Early Years Development and Childcare Partnership fund 15 children, up to 10 hours per week.

The children are English speaking and British born and none are from ethnic minorities. No families speak Welsh at home and no children have additional learning needs.

There are five appropriately qualified and experienced practitioners including the playgroup supervisor.

The Care and Social Service Inspectorate for Wales last inspected the setting in January 2014 and Estyn in June 2009.

Summary

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

Current performance

Performance is good:

- Nearly all children make very good progress and achieve well
- Children and practitioners have very good relationships
- High quality care, support and guidance assures children's wellbeing
- A wide range of stimulating learning experiences are provided
- Teaching and assessment are effective
- The setting has an inclusive ethos and learning is fun

Prospects for improvement

Improvement is good:

- The setting is very well led, managed and organised
- Clear direction and effective teamwork are key features
- Practitioners' professional development is very well promoted
- Strong emphasis is placed on improving professional practice
- Partnerships with parents and supporting agencies are well developed and
- The setting has made steady improvement since the last inspection

Recommendations

R1. develop forward planning to help achieve the goals identified in self-evaluation

R2. monitor progress towards the setting's main priorities

What happens next?

The setting will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Most children begin the Foundation Phase with well-developed skills for their age and stage of development. Nearly all achieve well and make very good progress in all areas of learning. They enthusiastically explore their surroundings, try out new experiences and become confident, independent learners.

Levels of competence in literacy and numeracy are good. Nearly all have well developed speaking, listening and thinking skills. They spontaneously begin conversations, for example when cutting up fruit. They ask and answer questions, express themselves clearly and many use a wide vocabulary. Most readily engage in extended conversations with adults about what they are doing. With few exceptions children enjoy listening to stories and readily sing familiar songs. Most handle books as readers and successfully develop early reading and writing skills. For example, they recognise initial sounds, name the letters in their own name and begin to read other children's names. Many form letters when mark making and around half write their name.

In numeracy, nearly all develop increasing accuracy when counting and ordering numbers to at least 10. A few have a good understanding of one-to-one correspondence. Children's wider mathematical development is also well developed. For example, they name common two-dimensional shapes and investigate weight using balancing scales. Furthermore, they confidently use a wide range of mathematical terms when sorting and comparing objects.

Most children's competence in using a range of information and communication technology (ICT) is developing well and their confidence in speaking Welsh is steadily increasing. For example, many confidently use familiar vocabulary in structured activities, but few speak Welsh spontaneously.

Wellbeing: Good

With few exceptions children have positive attitudes to keeping healthy and safe. They enthusiastically participate with enjoyment in a wide range of activities. Nearly all sustain interest and concentration very well and their behaviour and attitudes to learning are very good. Most children readily suggest ideas and state preferences about activities within the setting. In line with age, many enthusiastically contribute to decision-making and confidently suggest what they want to find out.

Children have very good relationships with each other and with adults. They often show consideration and courtesy, such as when sharing resources. With few exceptions children work and play together very well. They develop high self-esteem and gain in self-confidence. Most confidently contribute to whole group activities and with few exceptions children readily help with tidying resources at the end of sessions.

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

A wide range of stimulating learning experiences successfully meets the needs of children and the community. The Foundation Phase is embedded and well structured planning effectively ensures progression in line with children's needs. All areas of learning are well represented.

Carefully chosen themes provide relevant contexts for learning. Long and short-term planning provides an effective framework that is implemented flexibly. A very good range of indoor and outdoor activities build well on children's prior knowledge and skills. In particular, adult led tasks are well defined with clear learning objectives.

Strong emphasis on developing skills in literacy, numeracy and communication is evident, such as in imaginative role-play activities. Furthermore, children's mathematical understanding is developed well, for example when weighing potatoes. The emphasis on developing skills in ICT is appropriate.

The provision for Welsh language development and to celebrate Welsh history and traditions is good.

Teaching: Good

Practitioners have a very good understanding of the Foundation Phase. A collaborative approach to planning ensures a good balance of child selected and practitioner led activities. All practitioners provide very good models of language and skilfully promote learning through play. They have high expectations of behaviour and achievement. Effective use is made of indoor and outdoor activities. Practitioners skilfully use a good range of strategies to challenge and support children to achieve their best. For example, questioning is used well to develop children's mathematical understanding. Children are given plenty of time to complete tasks and practitioners intervene appropriately.

Systematic procedures for assessment are very well implemented. Practitioners record individual achievements and this information is used effectively to plan the next steps in learning. Individual assessment records and examples of work provide an informative profile. Parents are kept well informed about their child's progress. Consultations are offered and they receive a written report before transfer to school.

Care, support and guidance: Good

High quality care, support and guidance impacts well on children's personal and social development. Strong emphasis is placed on spiritual, moral, social and cultural development. Healthy eating is positively promoted through the foods offered at snack time. Children regularly participate in energetic activities both indoors and outside.

Practitioners strongly promote good behaviour and positive relationships. Children are sensitively encouraged to distinguish between right and wrong and to reflect on

the wonders of the natural world. This was particularly evident in the care shown by children when handling snails and worms. Positive values, such as fairness, honesty and respect for others are strongly promoted. Cultural awareness is imaginatively developed, such as through celebrating festivals when, for example, children taste foods from different countries. Provision to promote awareness of sustainability is appropriate.

The setting has appropriate arrangements to support and integrate children requiring extra help with learning. Arrangements to assure children's health and wellbeing are implemented consistently. The setting has an appropriate policy and has procedures for safeguarding.

Learning environment: Good

The setting has a purposeful and inclusive ethos. Practitioners treat children with respect. They successfully foster positive relationships and take good account of children's backgrounds and needs. This helps to ensure children feel safe and free from undue anxiety.

Practitioners skilfully encourage understanding towards others and implement policies for managing behaviour effectively. Equal opportunities are well promoted. However, policies do not include details of steps to ensure that future children with disabilities do not experience less favourable treatment.

There are sufficient appropriately qualified practitioners. A wide range of age appropriate learning resources provides well for the Foundation Phase. The accommodation is of a good standard and provides a safe and secure environment. The setting is very well organised and provides a stimulating and child friendly learning environment. Well-developed outdoor areas and resources in the community are used effectively to enhance learning.

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

The setting is very well led and managed and has a strong ethos of teamwork. Leadership sets high expectations and communicates effectively with parents. Practitioners have a very good understanding of their roles and responsibilities. In particular their role as key workers in monitoring learning is developing well. An appropriate range of policies and procedures are implemented consistently. Leadership successfully promotes a shared sense of purpose and sustains improvements in educational provision.

The setting is run effectively. Well-established administrative procedures are in place and the work of the setting is appropriately reviewed. The management committee is strongly supportive and maintains effective oversight of the life and work of the setting. Arrangements for the annual appraisal of practitioners are well focused and there is strong emphasis on promoting their professional development.

The setting takes forward national and local priorities well. The provision embraces well the Foundation Phase philosophy and approach. There is strong emphasis on equality and improving outcomes for children.

Improving quality: Adequate

The setting has appropriate procedures for self-evaluation and there is evidence of steady improvement since the last inspection. The supervisor is diligent and works hard to address issues raised by external monitoring. A culture of self-improvement is evident among practitioners and the setting takes appropriate account of the views of parents and children as much as possible.

However, the setting's self-evaluation report does not clearly identify strengths in provision or areas to improve. The supervisor works closely with an advisory teacher to identify targets for improvement and to write an annual improvement plan. The targets agreed appropriately reflect relevant initiatives, but issues within the setting's practice are not always prioritised. This limits the effectiveness of the plan as a working document. Furthermore, planning to implement strategies for improvement and monitor their impact is insufficiently formalised.

Partnership working: Good

The setting has well-established partnerships with parents and community organisations that contribute successfully to children's learning and wellbeing. Parents are provided with a good range of information. Friendly relationships promote well the exchange of information about children and regular consultations are arranged to discuss children's progress. The setting has good links with receiving primary schools.

Practitioners take opportunities to share good practice with other settings. They attend training events and have visited other settings. Furthermore, links with a pre-school in Zambia, a nearby nursery and with several local businesses and charities significantly enrich the activities provided.

The partnership with the local authority and other agencies, including the Wales Pre-school Playgroups Association, is beneficial in the provision of training and guidance. The impact of support and quality assurance provided by the local authority is appropriate.

Resource management: Good

The deployment of practitioners and the organisation of learning resources are both efficient and effective. Playgroup sessions are well structured to ensure the efficient use of facilities and established routines ensure good use is made of both indoor and outdoor facilities. The strong emphasis placed on practitioners' professional development impacts well on the quality of children's learning experiences. Practitioners regularly take opportunities to update their professional skills by attending training courses.

Procedures to monitor the setting's income and expenditure are suitably rigorous. Annual accounts are independently audited and the committee prudently manages

income and expenditure. Financial procedures are well understood and committee members work closely with the setting to match expenditure to the setting's needs.

The setting deploys its own resources and the funding received for early entitlement education, to good effect. This impacts well on children's outcomes and represents 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.	15	11 73%	4 27%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	15	12 80%	3 20%	0 0%	0 0%	0	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	15	14 93%	1 7%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	15	12 80%	3 20%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		80%	18%	1%	0%		
Children behave well in the setting.	15	10 67%	5 33%	0 0%	0 0%	0	Mae plant yn ymddwyn yn dda yn y lleoliad.
		69%	27%	0%	0%		
Teaching is good.	15	12 80%	3 20%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		79%	18%	0%	0%		
Staff treat all children fairly and with respect.	15	12 80%	3 20%	0 0%	0 0%	0	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		82%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	15	11 73%	4 27%	0 0%	0 0%	0	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		73%	22%	0%	0%		
My child is safe at the setting.	15	12 80%	3 20%	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.	15	11 73%	4 27%	0 0%	0 0%	0	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		64%	25%	1%	0%		
I am kept well informed	15	8	7	0	0	0	Rwy'n cael gwybodaeth

	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	
about my child's progress.		53%	47%	0%	0%		gyson am gynnydd fy mhlentyn.
		63%	30%	6%	1%		
I feel comfortable about approaching the setting with questions, suggestions or a problem.	15	14 93%	1 7%	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.	15	8 53%	6 40%	0 0%	0 0%	1	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		62%	29%	3%	1%		
My child is well prepared for moving on to school.	15	10 67%	4 27%	0 0%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		70%	24%	1%	0%		
There is a good range of activities including trips or visits.	15	9 60%	5 33%	1 7%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		62%	30%	4%	1%		
The setting is well run.	15	12 80%	3 20%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

The reporting inspector

Mr Michael T. Ridout	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.uk)

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	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
Early Years Development and Childcare Partnership (EYDCP)	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 partnership's conditions of registration.
Foundation Phase	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.
Foundation Phase child development assessment profile (CDAP)	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
Local authority advisory teacher	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
Mudiad Meithrin	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.

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.