



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

**Report of visit
Level of follow-up: focused improvement**

**Greenfield Playgroup
Greenfield Community Hall
School Lane
Greenfield
Flintshire
CH8 7HR**

Date of visit: July 2014

by

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

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The monitoring team

| | |
|-----------------|---------------------|
| Huw Watkins | Reporting Inspector |
| Richard Hawkley | Team Inspector |

Outcome of monitoring visit

Greenfield Playgroup is judged to have made sufficient progress in relation to the recommendations following the core inspection in February 2012.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the setting from any further follow-up activity.

Progress since the last inspection

Recommendation 1: Formalise planning and assessment procedures

This recommendation has been fully addressed.

Practitioners have a clear understanding of the importance of formal planning to ensure appropriate continuity and progression in children's learning.

Weekly plans take account of children's previous learning and identify acceptable challenges for those of differing abilities. Plans note learning intentions, appropriate activities and the designated key worker who is responsible for developing the skills of named children. Practitioners also plan appropriate continuous and focused activities to reinforce children's understanding of the skills learned. Learning intentions are detailed enough to describe what the children need to learn.

The setting's assessment procedures are effective and enable practitioners to identify and record children's progress and what they need to do to improve further. Practitioners complete children's profiles regularly using notes they make on their progress during activities. These profiles include suitable next steps for children's development, which inform planning appropriately.

Recommendation 2: Guide and focus teaching

This recommendation has been fully addressed.

Practitioners have good working relationships with the children. They manage children's behaviour well and provide them with appropriate encouragement and praise. They provide a wide range of interesting activities for children across all the areas of learning. Practitioners use their expertise and experience particularly well to support individuals and children within small groups. They make effective use of questioning to help extend children's thinking. Practitioners have a clear understanding of the principles of the Foundation Phase and the effective use of assessment.

The setting has made valuable use of training to improve practitioners' skills. For example, training for all practitioners in using incidental Welsh is having a beneficial impact on children's outcomes. Practitioners greet the children in Welsh on arrival and they are able to respond appropriately. They encourage the children to talk about the weather, learn the colours and count in Welsh.

Recommendation 3: Provide effective educational leadership

This recommendation has been fully addressed.

Practitioners have a clear understanding of their roles and responsibilities. The setting's supervisor, deputy and other practitioners know the importance of their leadership roles in improving provision and outcomes for children. Visits to other settings to share good practice have enabled staff to gain a better understanding of the strengths and weaknesses of their own setting. The role of the 'key-worker' has developed effectively and is having a positive impact on outcomes for pupils. All practitioners understand the developmental needs of the children in their group well. As a result, they monitor children's progress successfully and challenge them appropriately.

Practitioners are clear about the setting's priorities for improvement and have a sound understanding of the steps they need to take to improve the quality of provision and standards. All practitioners attend useful weekly meetings. This has raised the confidence of individuals and contributed significantly to developing a team approach to the setting's work. All practitioners contribute effectively to planning worthwhile activities for children, and discussing and recording children's progress successfully.

The setting has an effective partnership with a local primary school and a few members of staff from the school are members of the current management committee. This provides the setting with focused support in key areas. The setting leader and deputy regularly provide the management committee with clear information about the setting's work and its progress. As a result, members of the management committee have a clear understanding of the strengths and weaknesses of the setting. They have developed their leadership skills significantly and now provide continued support and robust challenge to setting leaders. The system for staff appraisal is appropriate and is generally linked to the setting's priorities. Practitioners understand well how their targets relate to improving provision and outcomes for children.

The playgroup consultant has increased the pace of change successfully, particularly in developing effective leadership and management issues. She has successfully provided developmental opportunities for the practitioners and provided an effective link between them and the management committee. The playgroup consultant has carried out significant work in relation to the setting's organisation, financial issues and performance management. This has enabled practitioners and members of the management committee to understand what they need to do in order to lead the setting effectively. The setting has effective procedures in place to maintain and improve its progress after the playgroup consultant's contract is ended at the end of the academic year.

Recommendation 4: Secure the effective implementation of action plans and evaluate their impact

This recommendation has been largely addressed.

Self-evaluation and improvement planning processes are a regular part of the setting's work.

The setting has developed an appropriate post-inspection action plan with clear, relevant and measurable targets. Leaders monitor progress against the targets closely and report regularly their findings to the management committee. These written reports are detailed, outline clearly the improvements made, and highlight specifically the impact these improvements have on provision and outcomes for children. Practitioners complete action plans for all activities following training. These include success criteria, the impact on children, costs, responsibilities and completion dates. The impact of these activities is clearly visible in the day-to-day practice of the setting.

Leaders take good account of feedback received from useful questionnaires sent to parents. They reply quickly and appropriately to parents' responses and the suggestions they make for improvement. Regular staff appraisal enables practitioners to identify training needs appropriately and to link this training to the requirements of the post-inspection action plan. As a result, practitioners have a clear understanding of how the training they undertake impacts on what and how well children learn.

Recommendations

In order to maintain and improve on this progress, the setting should continue to work towards meeting the inspection recommendation that has not yet been fully addressed.