



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

A report on

**Camrose & Roch Playgroup
Camrose Community Centre
Pelcombe
Haverfordwest
SA62 6AA**

Date of inspection: January 2016

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

Camrose and Roch playgroup is in Pelcomb in the Pembrokeshire local authority.

The playgroup is registered to take up to 24 children per session and children are admitted from the age of two years. There are currently 12 children on roll, nine of whom are three-year-olds. Six children were receiving funded early years education at the time of the inspection. The playgroup is open five mornings a week.

Most children have English as their home language. No families speak Welsh at home. There are no children with additional learning needs.

There are three permanent members of staff, including two playgroup leaders. All staff are suitably qualified and experienced in working with young children.

The setting was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in May 2015 and by Estyn in September 2009.

Summary

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

Current performance

The setting's current performance is good because:

- There is a welcoming, happy ethos and all children enjoy attending
- Nearly all children make good progress and achieve well during their time at the setting
- All practitioners show a supportive, caring attitude towards the children
- All children are polite, behave well and play co-operatively
- Practitioners provide a broad range of stimulating learning activities that interest and engage the children
- The quality of teaching and assessment is good
- The setting offers a safe and stimulating learning environment where children settle well and play co-operatively

Prospects for improvement

The setting's prospects for improvement are good because:

- Leaders manage the setting well and have clear aims that focus on learning together and developing children's independence
- The setting has regularly improved provision for children based on its self-evaluation processes
- The setting has a wide range of effective partnerships
- The setting has a wide range of good quality resources to support children's learning in both the indoor and outdoor environment

Recommendations

- R1 Develop the use of Welsh throughout the setting
- R2 Ensure that continuous provision activities focus on the development of children's literacy and numeracy skills
- R3 Improve provision for information and communication technology (ICT)

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

Nearly all children achieve good standards and make effective progress from their starting points. They develop a wide range of knowledge, skills and experiences that prepares them well for the next stage in their education. Most children explore their surroundings enthusiastically through stimulating and interesting activities.

Most children's literacy and communication skills are developing well. Nearly all children listen attentively and contribute confidently to session routines. For example, welcome time provides the children with the opportunity to share news, discuss the weather and answer the register in Welsh. Nearly all children enjoy stories and recite familiar songs and rhymes enthusiastically. Many children enjoy talking about books, follow stories in books by turning the pages appropriately and listen to stories with interest. Most recognise their written name and use this to self-register on arrival. Progress in early mathematical skills is good. Most children can count confidently to 20 and can name simple shapes such as circle, square and rectangle. Many children understand the idea of half and of one more when choosing their fruit. Competence in using a limited range of skills in ICT is developing appropriately with many children eager to use the tablet computer to take photographs.

Children respond well to physical activities both indoors and outdoors. For example, most children can use scissors and other small tools correctly.

Nearly all children make progress in developing their Welsh language. Many children know their primary colours in Welsh and can count to 10. They readily recite familiar rhymes and songs, but the spontaneous use of incidental Welsh is under developed.

Wellbeing: Good

All children enjoy coming to the setting and settle quickly into the daily routines. They show high levels of engagement and are confident when making choices as they move between adult-focused and child-led learning. Most children are keen to learn and show good levels of concentration. Most children engage well in discussions about their learning with practitioners and can recall in detail exciting events, for example their visit to the beach to hunt for treasure.

Many children develop good independent learning skills. For example, the helper of the day chooses and helps to prepare the healthy snack. During snack time, most children are self-reliant, washing their own hands and taking turns to choose their fruit. Children have good relationships with each other and with adults. Standards of behaviour are very good, with most children taking part enthusiastically in different learning experiences during indoor and outdoor activities. They are beginning to show consideration towards others such as sharing resources and congratulating each other on their successes.

Key Question 2: How good is provision?

Good

Learning experiences: Good

Practitioners plan a highly stimulating range of interesting and engaging opportunities for learning through play. For example, in the wooded area children find and match numbers. As a result of such activities, children make very good progress towards meeting the Foundation Phase outcomes. Activities provide challenge for all children, including those who are more able, and take account of children's differing learning needs successfully. Practitioners' knowledge of the children has impacted positively upon most children's speaking, listening and number skills. For example, careful planning of activities means that many children recite numbers to 20 correctly, such as when counting the building blocks in a tower.

Planning provides meaningful opportunities for children to develop their literacy, numeracy, physical and creative skills. All practitioners are involved in the planning process and children contribute well through the effective use of circle time. Practitioners make good use of adult-led tasks to extend and consolidate children's literacy and numeracy skills. They are beginning to plan more effectively for the development of children's literacy and numeracy skills during child-led activities. However, practitioners do not always plan well enough for the development of children's ICT skills.

Effective use is made of the local community to enhance children's learning experiences, including visitors to the setting, such as firefighters, doctors and a parent from Syria who made Syrian food. The setting plans valuable visits around the locality, such as train trips and visits to local attractions. As a result, children are developing a good understanding of the world around them well and how to care for living things. Practitioners provide many worthwhile opportunities for children to hear and respond to spoken Welsh during adult-led sessions. Practitioners do not always use Welsh enough, however, outside of these more formal sessions. They provide useful opportunities to learn about Welsh culture and traditions through celebrating St David's Day.

Teaching: Good

Practitioners have a secure knowledge and understanding of the Foundation Phase, and work together well to provide a wealth of learning experiences for children across all areas of learning. They are highly effective in promoting children's involvement, participation and enjoyment in learning activities. The pace of sessions is generally appropriate and encourages children to remain engaged and motivated. For example, adult-led tasks are short and effective in sustaining interest.

Children develop very positive relationships with all adults in the setting and this enables them to become confident learners and to learn by their mistakes. For example, children persevere when using scissors to cut string. All practitioners intervene appropriately in play situations to move learning along, through the effective use of questioning or appropriate praise. They manage behaviour well.

Practitioners use a range of different approaches to bring variety to activities in order to sustain children's interest such as natural resources for small world play. They are good role models for language and give children time to talk when undertaking tasks. They encourage children to experiment with materials, such as glitter, when making dough biscuits. This builds children's confidence well in experimenting with new learning opportunities.

Regular observational assessments of individuals and groups of children enable practitioners to identify strengths and children's next steps in learning clearly. These assessments inform future planning successfully. Parents are kept well informed about their child's progress through regular informal discussions with practitioners and through a written report when they transfer into school.

Care, support and guidance: Good

The setting has effective arrangements to support children's health and wellbeing. Practitioners promote healthy eating and drinking at snack time and encourage both children's and parents' understanding of the importance of being physical active. For example, there is daily access to a range of physical activities, both indoors and outdoors, and practitioners invite parents to an annual sports day. Practitioners use physical activities well to encourage children's confidence in using apparatus and to promote their understanding of working co-operatively and taking turns. Practitioners encourage children to take responsibility for their personal hygiene such as washing their hands before snack time. The setting has well-established and effective procedures in place to support children with additional needs. Practitioners are able to access a network of contacts with external agencies in order to provide extra support and advice, as and when required.

The setting fosters children's spiritual, moral and social development well. For example, daily routines, such as snack time, provide worthwhile opportunities for all children to develop their social skills, such as sitting at a table with an adult, talking with friends, taking responsibility, co-operation and independence. This is a strength, as practitioners ensure that the children are respectful and behave well. Regular visits and the use of outdoors contribute appropriately to children's wonder at the world in which they live.

Practitioners promote children's understanding about caring for the environment through recycling food waste and growing plants. Topic work about babies and pets provides worthwhile opportunities for children to learn to care for living things. Celebrations, such as Chinese New Year and Diwali, encourage children's cultural awareness well.

The setting's arrangements for safeguarding children meet the requirements and give no cause for concern.

Learning environment: Good

The setting is an inclusive community where all children have equal access to resources and learning opportunities. Practitioners work well together and know the children well. They use the setting's rules effectively to instil in children a sense of kindness and respect towards each other. As a result, children feel valued and are confident and happy.

Suitably qualified practitioners work hard to create an exciting and supportive learning environment for the children. Practitioners make effective use of the available space, for example identifying learning areas to encourage children's independence. The building is clean, well maintained and secure.

Displays of children's work reflect recent learning activities and help to create a welcoming environment. Resources are of a good quality and easily accessible to all children. The setting has access to a range of outdoor areas, including a wooded area, a field and a flat surfaced area. Practitioners use these effectively to support a range of skills across the areas of learning. For example, the mud kitchen provides worthwhile opportunities to develop children's physical and numeracy skills. The setting plans interesting visits around the locality to support children's understanding of the world around them well.

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

Leaders manage the setting well. They have clear aims that focus on learning together and developing children's independence. They share their vision appropriately with staff, parents and the management committee. They lead by example and create a positive and caring ethos. The management committee is supportive of the setting and leaders keep the committee well informed about the setting's progress and areas for development.

Leaders support each other and other practitioners and volunteers effectively. There is a strong emphasis on working as a team and, as a result, practitioners co-operate well and make the best use of each other's expertise. All practitioners understand their roles and responsibilities.

There are appropriate processes to manage the performance of practitioners. Leaders use these processes well to identify training needs and areas for improvement and these feed appropriately into the setting's improvement plan. Leaders have high expectations of themselves and all staff.

Leaders pay good attention to local and national priorities. They have developed good opportunities for outdoor learning, improved the amount of Welsh used by practitioners and children and have started to plan activities in line with the National Literacy and Numeracy Framework.

Improving quality: Good

Leaders know the setting well and have a clear understanding of what they need to do to improve. They use suitable processes to evaluate the setting's performance. For example, they have introduced a useful reflection diary. This helps them to note regularly what is effective and what requires improvement. Leaders use this information well to set short-term targets for things that they can address quickly. In carrying out a review of the setting's progress, leaders make good use of information from consulting parents and children to improve provision. For example, they introduced a pirate and princess theme and bought additional blocks. They also

use information from observing sessions, children's assessments and planning documents. All staff work together effectively to identify areas for development and to plan how to achieve these improvements.

Practitioners are open to new ideas and respond positively to advice from the local authority advisory teachers. They have visited other settings to get ideas about how to improve provision, such as when developing their outdoor area.

The setting has regularly improved provision for children based on its self-evaluation processes. For example, the setting has provision at snack time, so that the children are encouraged to be more independent. Self-evaluation is honest, and there is an appropriate focus on the standards that children achieve. For example, the setting has identified that ICT and Welsh are areas that they need to develop further.

Actions for improvement arise directly from the self-evaluation process. The action plan is an effective working document that sets out the setting's current position, why there is a need to improve, the targets it plans to achieve, planned activities, cost implications and persons responsible. A suitable evaluation is made of the impact of actions.

Partnership working: Good

The setting has a good range of effective partnerships. Partnerships with parents are particularly strong. Practitioners keep parents well informed about current themes, and activities through an informative newsletter and daily informal contact. This enables parents to become more involved in their children's learning as they are able to talk to them about what they have been doing.

The setting has very well established links with the local school. The children visit the school to become familiar with the surroundings. School staff visit the setting to attend concerts and prior to transfer to school to share information and observe the children at work and play. This promotes smooth transition for children from the playgroup to the next stage in their education.

Practitioners make effective use of support from local authority advisory teachers to seek advice, to access training and to keep up-to-date with initiatives. Advisory teachers use the setting as a model of good practice and facilitate visits from other settings.

Community links are strong and the setting benefits from close links with the community centre, for example to provide and maintain the building.

Resource management: Good

Leaders ensure that the setting has enough suitably qualified staff and resources. They deploy practitioners effectively to make the best use of their experience and expertise and make suitable use of volunteers to supplement adult to child ratios when necessary. The setting has a wide range of good quality resources to support children's learning in both the indoor and outdoor environment.

Practitioners access a range of appropriate training. They share ideas and make good use of training to improve the quality of teaching and the learning. Setting leaders make sure that practitioners access training in response to needs identified through appraisal processes.

The management committee has effective processes for keeping spending under review. They allocate funds appropriately to the setting's priorities and provide valuable additional resources through fund raising activities.

In view of the standards children achieve and the quality of provision, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received were fewer than 10. No data will be shown.

Appendix 2

The inspection

Gail Parker	Reporting Inspector
Jane Rees	Team Inspector

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	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.