



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

A report on

**Llanishen Village Pre-School Playgroup
The Methodist Church Hall
Melbourne Rd
Llanishen
Cardiff
CF14 5NH**

Date of inspection: July 2016

by

**Mary Dyas
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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About the setting

Llanishen Village Pre-school Playgroup is an English-medium setting in the north of Cardiff. It meets every weekday morning during school terms in a church hall. Other organisations use the hall in the afternoon and evenings so staff need to pack away equipment on most days. The setting was first registered with the local authority three years ago. There are five staff members including the manager, who is also the registered person.

The setting is registered to take up to 32 children under the age of 12 years. There are 35 children on roll. Of these, ten three-year-olds and two four-year olds are in receipt of funded education from the local authority.

Nearly all children attending the nursery have English as their first language and none has a parent at home who speaks Welsh. No children who attend the setting have additional learning needs.

The Care and Social Services Inspectorate Wales last inspected the setting in February 2015. This is the first time that Estyn has inspected the setting.

Summary

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

Current performance

The current performance of the setting is good because:

- There is a warm and happy ethos
- Children enjoy their learning and are eager to talk about what they are doing
- Most children make good progress and achieve well
- Practitioners plan a wide range of learning experiences that motivate and stimulate the children to learn
- Children behave well in the setting

Prospects for improvement

The setting's prospects for improvement are good because:

- The manager and staff share a clear vision for developing the setting
- Practitioners work well together as a strong team
- Practitioners receive appropriate training that has a direct effect on children's achievement and wellbeing
- Self-evaluation effectively reflects the current position of the setting
- It is making good progress towards achieving current targets in the development plan

Recommendations

R1 Ensure planning for focus activities includes specific opportunities to extend for more able and support for less able.

R2 Further develop the use of the Welsh language within the setting

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
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Standards: Good

Most children make good progress during their time in the setting with a few making very good progress. Nearly all children concentrate for sustained periods and persevere on tasks, for example, when they are using playdough to create the features on a teddy face. Nearly all make clear choices about the activities they would like to take part in and enjoy their learning experiences.

Most children are developing their speaking skills well. They confidently share their news with the rest of the group and listen attentively when others are speaking. Nearly all children join in enthusiastically singing familiar songs and rhymes along with the relevant actions. Most listen well to stories read to the whole group and show their interest and understanding through their comments and questions. They recognise their written name during group time and are making good efforts to write their name for example when labelling a piece of work to take home.

Most children are beginning to name and recognise basic two-dimensional shapes and to use appropriate mathematical vocabulary when they compare the size or position of objects. Nearly all count confidently by rote past ten and most are able to count objects accurately to ten. A very few are more confident and making very good progress counting objects accurately past twenty and recognising and naming two figure numbers.

Their use of the Welsh language is developing slowly. Many children name colours in Welsh when asked and most count confidently to ten together. They understand the Welsh words and phrases used by the adults in the setting and most are able to name different types of weather. However, children are not yet using the Welsh they have learned spontaneously in their play or when speaking to adults.

Wellbeing: Good

Nearly all children enjoy their time in the playgroup. They are familiar with the setting's routines. They arrive happily and settle quickly to a chosen activity. Relationships between children are good. They behave well, share equipment with one another and know how to take turns. Nearly all carry out their responsibility of being the helpwr heddiw for the day diligently.

When they come back into the building after the outdoor session, nearly all children immediately begin to tidy away the equipment that was set out for the morning ready for their lunch. The quick and efficient way in which most children carry out this routine was exceptional.

Many children show a growing understanding of feelings, for example when sharing their news during circle time they discuss how they felt about something that happened.

Children often make suggestions about what they would like to do as part of a theme. For example, when celebrating the Queen's birthday recently they talked about the Queen living in a castle and then asked to do some castle based activities. Most children show good levels of concentration and perseverance when involved in an activity. They interact well with the adults and ask for help when they need it.

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

Practitioners plan together a comprehensive range of varied and interesting activities that stimulate and motivate the children to investigate and take part. There is a worthwhile emphasis on children learning through play and a good balance between child-initiated and adult-directed activities. Practitioners take informal account of the needs of children of different abilities and levels of development. However, they do not systematically reflect this in the planning process in order to provide specific support and challenge for all pupils.

Planned activities build systematically on children's previous learning and successfully develop children's literacy and numeracy skills. They make good use of circle time to develop the children's listening and speaking skills. There are useful opportunities for children to develop their early writing skills during free play such as making lists on clipboards in the role-play construction site.

The daily use of the outdoor area is a strength of the setting. The range of planned and incidental activities gives children opportunities to work together and to co-operate with one another, sharing resources and ideas, for example when hunting for bugs in the garden area or playing football together. These activities encourage and help to build children's self-confidence and independence and to form good personal relationships.

In addition to daily group Welsh language sessions, practitioners use simple Welsh phrases and words informally throughout the sessions. Good use is made of St David's Day to develop children's knowledge and understanding of Welsh culture through cooking, storytelling, songs and craft. Nearly all children know they live in Wales and are proud of their display of photographs of places they have visited around Wales.

Teaching: Good

Practitioners have a secure knowledge of Foundation Phase practice and use a wide range of approaches to stimulate children's learning. There is an appropriate balance between child selected and practitioner led activities that meets children's needs successfully. Practitioners work purposefully as a strong and co-operative team. They take individual responsibility for different areas of learning on a weekly rotation. As a result, all practitioners have a valuable understanding of all areas of learning and of how they can use them to develop children's skills across the curriculum. This is a strong feature of the setting.

Practitioners are experienced and know when to intervene to extend learning and when to allow children opportunities to explore and to discover for themselves. They

manage children's behaviour well and are sensitive to the needs of individuals. There are clear routines in place that help children to feel safe and confident.

Practitioners take responsibility for groups of individual children and carry out good quality observational assessments. They inform parents about their child's progress through informal discussions at the beginning and end of the session. In addition, the setting offers parents two open mornings during the year when they are able to look through their child's work and personal profile. When children move on to the next stage in their education, parents receive a simple written report on the progress their child has made.

Care, support and guidance: Good

Practitioners promote children's spiritual, moral, social and cultural development successfully. Children recognise and celebrate diversity through the celebration of a range of different festivals. Practitioners provide children with worthwhile opportunities to experience awe and wonder when they visit a nearby open space to look at seasonal changes in the environment. Children know it is important to share and to take turns and most manage this successfully.

The setting makes effective arrangements for promoting healthy eating and drinking. Children have beneficial opportunities to take physical exercise outdoors every day, understand the need to wash their hands before eating and enjoy healthy snacks. The daily practice of recycling their plastic food containers and unfinished snacks supports children's awareness of sustainability and the importance of looking after their environment.

Effective systems are in place to support children with additional learning needs and practitioners have good relationships with outside agencies to access support and advice.

The setting's arrangements for safeguarding meet requirements and give no cause for concern. Staff have all received appropriate and up to date training and know their responsibilities.

Learning environment: Good

The playgroup is a warm and inclusive environment and practitioners respect children as individuals. There is a warm and supportive ethos where nearly all children feel happy and enjoy their time in the setting. All children have equal access to all areas of the curriculum. There is an effective range of policies and procedures to keep the children safe and to promote their wellbeing. These are regularly updated and available to parents and carers.

Practitioners are good role models. They treat the children kindly and fairly, for example helping them to share and let others have a turn. Children have worthwhile opportunities to contribute their ideas such as when planning a new topic

There are ample well-qualified practitioners. Resources are age appropriate and sufficient to address the requirements of the Foundation Phase. Practitioners use them well support the needs of the children. The outdoor area is easily accessible

from the main room and children are able to make choices to follow their interests and develop their own learning. Practitioners make good use of the space inside the building to create a bright and attractive learning environment. A range of attractive displays and photographs celebrates children's work and achievements positively. Visits to the local community and to a nearby green space are used well to enhance the children's experiences.

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

The playgroup manager is very experienced and committed to providing a happy and purposeful environment. Practitioners value one another's strengths and work closely together to create a strong team. They are in constant communication regarding the needs and interests of individual children and work together to ensure they meet these needs effectively. Regular staff meetings ensure that everyone understands what is happening and what changes they need to make. As a result, practitioners are well equipped to be effective in supporting the children's learning.

Performance management procedures are well established and all staff take part in an annual programme of appraisal. They identify personal training needs and staff records show that they engage in a wide variety of relevant training courses within the authority. Less formal supervision meetings supplement the process where the manager meets with individual staff members to discuss any concerns and their progress towards meeting appraisal targets.

The setting pays good attention to local and national priorities such as ensuring a strong focus on developing children's literacy and numeracy skills.

Improving quality: Good

The current self-evaluation document successfully identifies strengths and areas for development. Targets in the development plan relate well to self-evaluation and practitioners take clear action to implement good practice and make changes that result in positive gains and improvements for the children. These targets are realistic and achievable with clear time scales. The manager ensures that all staff are able to contribute to the self-evaluation process. Staff discuss progress towards meeting targets at termly staff meetings. There is clear evidence that the setting has been working towards meeting current targets, for example improving the provision for the outdoors with a portable mud kitchen.

All practitioners share a common commitment to providing good quality experiences for the children. They are very adaptable and open to new ideas. All practitioners are engaged in professional development and attend courses that help to raise standards and support the wellbeing of the children.

Partnership working: Good

Partnership with parents and carers is particularly strong. Parents speak highly of the practitioners and say that their children are happy and eager to attend the setting. Practitioners keep them well informed about what their children are learning through

a newsletter that gives helpful information about current themes and informal discussions at the beginning and end of the sessions. Parents are encouraged to become involved with the current topic by contributing items of interest. This has a positive impact on children's wellbeing and their engagement with the activities in the setting.

Partnerships with the church where the setting meets are very positive. The minister is a regular visitor and attends the rehearsals for children's performances whenever possible. The playgroup takes a part in the church's activities and runs stalls at fundraising events to contribute towards the development and maintenance of the hall.

The setting liaises appropriately with the primary schools it feeds, passing on relevant information about the children. The setting has beneficial partnerships with the community. The involvement of local businesses contributes well to children's learning experiences. The setting's positive partnerships with the local authority's advisory teacher are constructive and support the continuing improvements

Resource management: Good

The setting makes effective use of staffing and resources to support the children in their learning. The playgroup manager deploys her staff well and practitioners know what they need to do to support the children in their learning. Staff work together effectively as a team and take particular responsibility for a group of individual children to ensure consistency of provision. The sharing of ideas and professional knowledge amongst practitioners supports good quality teaching successfully. A plentiful supply of good quality resources supports planned activities well.

Practitioners make effective use of training opportunities to improve provision and outcomes for children.

The manager successfully and effectively oversees the budget. Staff make joint decisions about new equipment and always ensure that the needs of the targets in the development plan have priority. They carefully consider all spending against the potential impact on children's learning.

In view of the positive outcomes for children, 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 reporting inspector

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

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.