



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

A report on

**Play and Learn Community Playgroup
Penyfai Scout Hall
Court Coleman Road
Penyfai
Bridgend
CF31 4AZ**

Date of inspection: December 2015

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

This and other Estyn publications are available on our website: www.estyn.gov.wales

© Queen's Printer and Controller of HMSO 2016: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The copyright in the material must be acknowledged as aforementioned and the title of the report specified.

Publication date: 15/02/2016

About the setting

The Play and Learn Playgroup is an English-medium setting in the village of Penyfai on the outskirts of Bridgend. Children attending the setting come from within the whole of the Bridgend area. It meets in a scout hall situated within an attractive woodland which the setting uses well to provide learning opportunities for the children.

At the time of the inspection there were 12 three year olds on roll, two of whom were eligible for funded educational provision. All have English as their home language and none speak Welsh at home. The setting welcomes all children and although there are no children with additional learning needs currently attending there are good procedures in place to support them. The setting is open from 9.15-12.00 noon for a morning session and extended to 3.00pm for a full day session. The setting is registered for up to 32 children aged from two to eight years per session.

The Care and Social Services Inspectorate Wales last inspected the setting in May 2014. Estyn last inspected the setting in July 2011.

Summary

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

Current performance

Current performance is good because:

- Nearly all children are happy to come to the playgroup and settle quickly to an activity when they arrive
- Nearly all children make good progress during their time in the playgroup
- Practitioners provide an extensive range of imaginative and interesting experiences that attract and motivate the children to learn
- Practitioners respect children as individuals
- Nearly all children behave well
- Teaching is good

Prospects for improvement

The setting's prospects for improvement are good because:

- The current self-evaluation document gives a clear picture of the setting's strengths and areas for improvement
- Targets for improvement are relevant and meaningful
- The setting benefits from strong support from the local authority
- Practitioners work together closely as a team and are committed to improvement

Recommendations

R1. Further develop the process of setting individual children's targets to share with parents to inform them of ways in which they can help their children to improve

R2. Develop children's independence especially at snack time

R3. Establish a programme to review regularly progress towards the targets in development plan

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?

There is no report on children's progress, standards in their skill development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Good

Practitioners plan well to ensure coverage of all areas of learning and progression in the Foundation Phase. Although there is no dedicated outdoor space, very imaginative use is made of the managed woodland in which the hall is set. All staff and children are involved in contributing ideas to activities. Short term planning identifies learning for children of differing abilities at a range of levels appropriate to the children in the group. The curriculum builds appropriately on children's existing knowledge and provides opportunities to develop their thinking skills. Planning places a good emphasis on the development of skills in literacy and numeracy.

Children settle quickly to their chosen activities and co-operate well with one another. They use a good range of information and communication technology successfully and with confidence for example when playing appropriate games on tablet computers or taking photographs of one another with a camera.

Practitioners use a good level of Welsh words and phrases throughout the sessions and enhance this when they read books written in Welsh to the children. As a result, children respond well. Children have good opportunities to learn about the culture and traditions of Wales when they celebrate St David's Day for example by tasting Welsh cakes and learning about weaving wool.

Teaching: Good

Practitioners are well qualified and highly experienced in working with young children. They understand how children develop and that children develop at different rates. They bring this knowledge to their daily interactions with the children and provide good levels of support to enable children to learn and to develop their independence. For example, they know when to intervene to provide support and when to step back and allow children to explore and experiment for themselves.

Practitioners know the children well and adapt their interactions appropriately to the children they are working with. They work closely together and are always discussing individuals so share any concerns or good results with one another. There is an appropriate balance between adult led and child chosen activities.

Practitioners have established efficient routines to collect and record evidence of children's learning and ensure they keep them up to date. They use this information well to plan next steps in children's learning. Individual record books contain annotated samples of children's work and practitioners' formal and informal observations. These form a good picture of each child's progress during their time in the playgroup. Practitioners invite parents to informal sessions to view their child's records discuss their progress.

Care, support and guidance: Good

Learning experiences promote the children's personal and social development well. Practitioners positively promote an ethos of care and respect for one another and as a result, children's behaviour is good. The playgroup actively promotes the health and wellbeing of the children. Children have daily opportunities to take physical exercise and to choose from a selection of healthy foods at snack time. However, children are not encouraged enough to become independent during this time.

The setting pays good attention to sustainability. The children scrape their left over food into a food waste bin and most know that they are recycling. They also understand the need to turn off taps when they have washed their hands in order to save wasting water and to switch off the lights when they go outside in order to save electricity.

The setting's use of the woodland is a strength and provides the children with many opportunities to experience the wonders of the natural world. Cultural awareness is appropriately promoted through a range of resources that show the diversity of the world we live in and through the celebration of a range of festivals such as Holi, Divali. Thanksgiving and Chinese New Year.

The setting does not have any children with identified additional learning needs but there are good procedures in place to provide early identification and support. The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Learning environment: Good

The setting is a positive learning environment with a warm and inclusive ethos where all children are valued. Practitioners daily reinforce this through the respect and care they show towards the children. As a result, nearly all children co-operate well with one another and understand principles such as sharing and taking turns. There is an effective range of policies and procedures that actively support the children and promote their health and wellbeing. A particular feature is the way in which practitioners plan the week to ensure that children who do not attend every day have full access to all activities.

The setting provides parents with good information on their website and through social media. A good range of resources supports the planned activities well and practitioners set out the hall daily to provide an attractive and welcoming learning environment.

Good use is made of the local woodland to extend and enrich the children's learning. Practitioners further extend children's experiences through visitors from the local community such as a local beekeeper and a mother with her baby.

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

Leadership: Good

The setting provides strong management and a positive ethos with a clear sense of purpose that effectively promotes and sustains improvement. Practitioners have worked together for several years and form a strong and supportive team with a real desire to bring about this improvement. They meet regularly as a team and keep brief notes of matters discussed.

The management committee have held office for a few years and are supportive of the work of the playgroup. The manager ensures that they are kept informed of the setting's work and they meet together termly to review progress. There are good arrangements in place for staff appraisal to address staff needs but there are as yet no formal arrangements for the setting and review of individual targets linked to the setting's goals.

The setting addresses national and local priorities well. There is a strong emphasis on healthy eating and exercise.

Improving quality: Good

The setting has established appropriate procedures for self-evaluation and planning for improvement. Practitioners share a strong desire to do the best for the children and have developed a positive culture of reflection. They take good account of the views of parents, carers and children. The current self-evaluation gives a clear and accurate picture of the setting. The setting improvement plan links well to the findings in the self-evaluation. The targets for improvement are relevant and achievable and clearly identify staff responsible and any costs involved. The manager conducts regular monitoring of teaching to maintain standards. The regular review of the targets for improvement is still in its early stages.

The setting has made good progress since their previous Estyn inspection and has addressed all the recommendations.

Partnership working: Good

A good range of partnerships contributes well to the progress and wellbeing of the children and successfully supports and enhances their learning. Very good relationships with parents and carers ensure informal day-to-day exchange of information about the children. These include discussion about their progress in learning in addition to wellbeing. The setting displays planning for the current topic on the parents' noticeboard and newsletters give further information about upcoming activities. Practitioners provide weekly updates of children's work on a social media site and parents are able to view photographs and scrapbooks to see evidence of work and activities. The setting provides a particularly supportive programme to ensure children starting at the playgroup have a calm and happy induction. An effective partnership with the local authority advisory teacher, who visits the setting, provides good guidance and impacts positively on the achievements of the children and the work of the setting.

Links with the local community further enhance the children's learning as does the weekly visit from a music teacher who provides activities specifically planned in line with the setting's current topic.

Resource management: Good

The setting has a wide range of good quality resources that it manages well to support the planned activities. These resources actively contribute to the progress and achievements of the children. Practitioners deploy themselves well in the setting taking good account of individual interests and talents. They make very good use of the indoor space to ensure full delivery of the Foundation Phase.

Members of the management committee provide good support and manage the setting's finances appropriately. In view of the good quality and quantity of resources and the progress that children make during their time in the setting, the playgroup gives 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
-----------------------	---------------------

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.