



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

A report on

**Rossett Pre-School Playgroup
The Village Hall
Station Road
Rossett
Wrexham
LL12 0HE**

Date of inspection: May 2016

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

Rossett Pre-School Playgroup is a non-maintained English medium setting situated in Rossett, near Wrexham. A voluntary committee runs the playgroup that is based in the village hall. In February 2016 the setting was re-registered to provide day care and education for a maximum of 22 children and the registered person was approved. Four sessions, catering for two and three year olds, are provided each week during school terms.

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

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

In total there are four appropriately qualified and experienced practitioners, including the playgroup supervisor. The playgroup was formerly based in the large village hall. Since Autumn 2015 it has used two rooms at the rear of the building with direct access to an outdoor area.

The Care and Social Service Inspectorate for Wales last inspected the setting in March 2016 and Estyn in October 2009.

Summary

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

Current performance

Performance is good

- The setting is a happy environment where learning is fun
- A good range of experiences successfully promote children's interest
- Teaching provides positive role-models and has high expectations
- Practitioners successfully promote children's health and wellbeing
- The setting has an inclusive and caring ethos
- The playgroup provides a stimulating and well resourced environment

Prospects for improvement

Prospects are good

- Leadership is enthusiastic and skilfully promotes effective teamwork
- Partnerships with parents, the primary school and the community are strong
- Effective day-to-day leadership is well supported by a proactive committee
- A reflective culture impacts well on the quality of learning
- There is evidence of improvement since the last inspection
- Targets identified by the setting provide a firm basis for further improvement

Recommendations

- R1 Embed procedures for planning and assessment for learning
- R2 Plan ahead for future training and the enhancement of resources
- R3 Ensure the committee provides effective oversight and accountability

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?

N/A

Standards: N/A

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

Wellbeing: N/A

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children 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

A wide range of stimulating learning experiences match children's needs and interests well. Well structured planning appropriately promotes progression in learning and the Foundation Phase is imaginatively implemented. All areas of learning are well represented. Both indoor and outdoor activities are very well structured.

Broad themes provide interesting contexts for learning. Planning is detailed and activities are linked to appropriate learning objectives. Planning is implemented flexibly and provides a sound basis to guide practitioners in how and what children will learn in the activities provided.

Good emphasis is placed on developing skills in literacy and numeracy. For example, communication skills are skilfully promoted through group activities and counting skills are developed particularly well in a range of play activities. The focus on developing information and communication technology skills is appropriate.

Structured daily sessions promote well children's oral skills in Welsh and imaginative activities appropriately promote awareness of Welsh history and culture.

Teaching: Good

Teaching provides positive role models and has high expectations. Practitioners have very good relationships with children and consistently promote good behaviour and achievement.

Practitioners have a good understanding of the Foundation Phase. They use a range of teaching approaches well, for example when leading group activities, and they

skillfully ensure tasks, such as craft activities, engage children's interest. An appropriate balance between child selected and adult led activities is planned and children are given plenty of time to complete tasks. The models of language used by practitioners are good.

Appropriate procedures for assessment are implemented and the use of assessment information to help plan the next steps in learning is developing. The setting is implementing the Foundation Phase Profile and uses day-to-day observations and samples of work well to inform this record.

Practitioners discuss children's progress with parents informally before and after sessions.

Care, support and guidance: Good

Provision for healthy development and wellbeing is well organised and implemented consistently. This includes healthy snacks, energetic play and strong emphasis on developing positive values and relationships.

The promotion of children's personal development successfully fosters a sense of honesty and fairness. Practitioners strongly promote good behaviour and engage children in a range of community and cultural activities. Opportunities for spiritual, moral, social and cultural development are promoted well in many different contexts. For example, children watch their sunflowers grow and join in celebrating festivals from Christian and other traditions. Furthermore, activities successfully encourage curiosity about the natural world and provision to raise awareness of sustainability is developing.

The setting has procedures to provide personal and specialist support when required. Arrangements to integrate children who need extra help or support are appropriate.

The setting's arrangements for safeguarding children meet requirements and give no cause for concern. Procedures to ensure the setting is safe are consistently implemented.

Learning environment: Good

The setting has an inclusive ethos where children's individual qualities are valued. Practitioners take good account of children's backgrounds and needs. They skilfully foster positive relationships and treat children with respect. This helps ensure children feel safe and free from undue anxiety.

Practitioners strongly encourage respect for and understanding towards others. They use positive strategies to manage behaviour. Equal opportunities and awareness of diversity are appropriately promoted. Well-considered policies are in place, although the information for parents does not show how the playgroup would work to ensure children with disabilities do not experience less favourable treatment.

There are sufficient appropriately qualified practitioners for the number of children. A good range of resources provides well for the Foundation Phase. However, few opportunities to use resources in the community to enhance learning are taken. The

display of children's work helps create an attractive environment. The outdoor provision is well organised and the accommodation provides a safe and secure environment.

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

Leadership: Good

Leadership skilfully promotes effective teamwork and practitioners communicate well with parents. The division of responsibilities between the supervisor and the registered person works well.

The supervisor successfully manages day-to-day planning, organisation and promotes the development of provision very well. Practitioners are well informed and have a good understanding of their roles and responsibilities. All expected policies are up-to-date and these are well matched to the playgroup. Leadership promotes a lively, enthusiastic ethos and practitioners' involvement in shaping provision is effective.

The voluntary committee maintains appropriate oversight of the setting and provides effective administrative support. The chairperson, who is the registered person, communicates a clear vision for the playgroup and provides strategic direction. Procedures for staff development and appraisal are implemented, but targets and training needs do not form part of the process.

The setting readily embraces national and local priorities. The Foundation Phase is established and there is good emphasis on healthy development and equality.

Improving quality: Good

Well-structured procedures for self-evaluation and planning for improvement are established. Leaders demonstrate a clear understanding of the setting's achievements and where they aim to be. A strong culture of reflection is evident among practitioners. They are appropriately involved in self-evaluation and informally take account of the views of parents and children.

There is a good track record in addressing the recommendations from previous inspections. Recent initiatives have a positive impact on the quality of practice and provision and practitioners build well on monitoring provided by the local authority. The self-evaluation report accurately identifies strengths and areas for improvement and a three-point action plan has been implemented well. Practitioners have recently evaluated the impact of initiatives to establish self-registration, develop outdoor provision and embed the use of incidental Welsh.

The key elements of self-evaluation are in place and goals identified provide a secure basis to plan further improvements.

Partnership working: Good

The playgroup has well-established partnerships with parents and community organisations including the primary school. These links positively enhance children's

learning and wellbeing. Parents are provided with a good range of information and their involvement in their child's education is strongly encouraged. Friendly relationships promote well the exchange of information about children.

Links with the nearby primary school, to which most children transfer, are very well established and the transition to nursery education is well managed. The committee has strong links with business and community organisations.

Practitioners regularly take opportunities to share good practice with other settings, through attending training events. Partnerships with the local authority and other agencies, including the Wales Pre-school Providers Association, are beneficial in the provision of training and guidance. The support and quality assurance provided by a link teacher provided by the local authority has a positive impact.

Resource management: Adequate

The setting is efficiently organised. Daily rotas and routines successfully promote good pace across activities. Practitioners are effectively deployed; sessions are well-organised and learning resources easily accessible. Good use is made of indoor and outdoor facilities. Practitioners regularly attend training events and participate in courses that enhance their professional expertise. They reflect on the good practice discussed and thoughtfully implement strategies to improve practice in the setting.

The impact of resources on learning and teaching is reviewed informally. The treasurer prudently manages income and expenditure and accounts are independently audited and published on the Charities Commission website. There is evidence of short-term expenditure to enhance resources, but planning for future resource needs is insufficiently formalised. Furthermore, the playgroup does not have a finance policy to help assure accountability.

The setting uses its own resources and the funding received for early entitlement education to good effect. This impacts well on children's outcomes and represents 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

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.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.