



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

A report on

**Templetots Playgroup
Templeton School
Templeton
SA67 8RS**

Date of inspection: May 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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Context

Templetots Playgroup is a pre-school setting for children between the ages of two and four years old. It meets for four days a week in a classroom in Templeton Primary School in Pembrokeshire. The playgroup first opened in 1981 in a local church hall and moved to the school in 2007. In February 2015, at short notice, the setting moved to its present classroom within the school and spent some months ensuring safe boundaries to the outdoor space and an appropriate area to provide snacks. Temple Teenies, aged two to three years, meet in the mornings. The present leader has been in post for two years. Two other members of staff work in the afternoon playgroup. All are well qualified and experienced in working with young children. A management committee oversees the work of the setting.

There are nine children aged three and two aged four who attend the afternoon session for preschool children. Ten of these receive funding from the local authority. Situated within Templeton Primary school. Temple teenies, age 2-3, attend morning session 9-11.30 am on Mondays, Wednesdays, Thursdays and Fridays. Templetots, age 3-4, attend afternoon session 12.45-3.15 Mondays, Wednesdays, Thursdays and Fridays. Most children come from homes where English is spoken as the first language and a very few children speak Welsh at home. A very few children have additional learning needs.

The setting was last inspected by the Care and Social Services Inspectorate Wales in December 20014 and by Estyn in January 2009.

Summary

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

Current performance

The setting is good because:

- Most children achieve well and make good progress during their time in the playgroup
- Nearly all children come into the setting eagerly and settle quickly
- Nearly all children behave well
- Practitioners provide a wide range of interesting learning experiences that stimulate the children's interest
- There is a warm and happy ethos
- Children have good opportunities to learn about healthy lifestyles

Prospects for improvement

The setting's prospects for improvement are good because:

- The setting is well supported by an effective management team
- The leader responds positively to advice and guidance and this has a beneficial impact on children's outcomes and wellbeing
- Practitioners fulfil their roles well and work well successfully as a team
- The setting provides a safe, secure and attractive environment where children feel happy and supported
- There is a shared culture of self-improvement and practitioners actively seek opportunities for training to benefit their practice
- Funding is carefully managed and the setting provides good value for money

Recommendations

R1 Provide opportunities for children to make decisions about what they want to learn

R2 Provide parents with clear information on how their child is developing and what they can do to improve

R3 Establish clear roles within the setting in order to develop efficient systems of recording information

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

During their time in the setting, most children make good progress in relation to their age and stage of development. They concentrate for sustained periods and are highly motivated to join in with activities, to ask questions and to learn.

Most children develop literacy and communication skills well. They take an interest in books and show their enjoyment of stories by commenting and joining in with familiar passages. Nearly all join in songs and rhymes with obvious enthusiasm and enjoyment using appropriate signs and gestures. Most children are developing their fine motor skills well, for example when colouring a picture of a butterfly they complete the picture with care staying within the outlines. They make practical use of their emerging writing skills when they try to write their own name and when taking orders in the role-play café. Many are confident speakers and describe clearly to the rest of the group what they have been doing during their free play time.

Nearly all children are developing numeracy skills successfully. They count to ten together in a group and most also do so independently. Most count objects accurately, for example when counting how many children are present at the beginning of the session. Many children match numerals to numbers of objects correctly using numbers below ten. They are developing their mathematical vocabulary well, for example when playing with sand or water they talk about containers being full or empty.

Most children are developing good physical skills. They show good control when painting or when sticking objects of their choice to create a collage. Outdoors they jump and run with enthusiasm. Older children race one another on trundle bikes and show good control when they manoeuvre the bikes around a downward slope at speed.

Many children play confidently with a range of different equipment that successfully develop their skills in Information and Communication Technology. They operate toy computers, cameras and shop tills with ease. Most use a tablet computer to take photographs during the sessions and others choose programmes independently to play favourite games.

Nearly all children are developing their knowledge and confidence in the Welsh language. They understand and respond to the words and phrases used by their teachers and a few are beginning to use familiar words spontaneously.

Wellbeing: Good

At the beginning of each session, nearly all children come in happily and settle quickly to one of the activities that has been set out for them. Most are interested in what they choose to do and concentrate well, for example when creating a cake from

playdough. Nearly all have positive attitudes to their learning and are becoming confident, independent learners.

Nearly all children behave well and relate positively to other children and to the adults around them. They are relaxed and comfortable in the setting and show that they are familiar with the daily routines. Most children are developing a sense of responsibility and help to tidy up and put things away in their correct places.

Most children work well together, for example when running the café, taking orders from customers and serving food and drinks. They co-operate with one another and discuss what roles they will take.

Nearly all children are interested in and attracted to new and challenging activities. They are eager to take part but understand that sometimes they need to wait for their turn. Children do not, however, have opportunities to make suggestions about what they would like to learn.

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

The setting provides children with a good range of interesting and engaging activities across all Foundation Phase areas of learning. Interesting themes build on what children know, what they can do and what they understand. As a result, children enjoy their learning and make good progress. There is an appropriate emphasis on play and learning through first hand experiences.

There are effective opportunities for children to develop their literacy and numeracy skills across all areas of learning. Children recognise their names when they self-register on arrival with their parents and again when they identify their place mats ready for snack time.

Practitioners promote children's speaking and listening skills particularly well through daily small group sessions that they tailor to the specific needs and stage of development of the children. They encourage children to look at books in the designated book area. Story reading to the whole group and in planned small group sessions further support children's early reading experiences effectively.

The setting provides good opportunities for children to develop their numeracy skills, for example through opportunities to count using rhymes and songs, planned sorting and matching activities and daily counting routines.

Practitioners provide good opportunities for the children to hear and use the Welsh words and phrases they have learned. For example when they sing rhymes at the beginning and end of the session and when they discuss colours and numbers during their play. A strong focus on St David's Day and Santes Dwynwen gives the children good opportunities to learn about their Welsh heritage.

Teaching: Good

Practitioners have a secure knowledge and understanding 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 well as a team and share observations to ensure they all know what support individual children require. Recording this process is a recent development but focusses well on what the children have learned and identifies their next steps in learning.

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. Practitioners work together as a strong team with shared values and support one another effectively to ensure the smooth running of the sessions.

Assessment procedures are developing steadily and practitioners carry out appropriate observational assessments of children. Practitioners inform parents about their child's progress through informal discussions at the beginning and end of the session. There are no formal arrangements to discuss their child's progress or to inform them of what they can do to help them to improve.

Care, support and guidance: Good

Children develop social, moral and cultural skills well through a range of effective policies and procedures. Parents have access to all policies and procedures and these are available in the setting at all times. Practitioners promote children's spiritual development effectively through a moment of quiet reflection when they say a prayer together in Welsh before eating their snack.

Practitioners have created a happy and caring ethos in the setting. They provide the children with sensitive guidance and support to help them to learn about values such as sharing and taking turns.

The setting promotes healthy living well and is working towards gaining a national award for healthy eating and exercise. The children are actively involved in making a shopping list every Friday for snacks the following week. They ensure that practitioners only buy healthy items. Arrangements for the children to recycle items into appropriate containers within the setting support their awareness of sustainability and the importance of looking after their environment.

Effective procedures are in place to support children with additional learning needs. Practitioners involve parents and carers successfully in developing and reviewing children's individual play plans. The setting has good arrangements to access external services to support children's specific needs.

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

Learning environment: Good

There is a happy and caring ethos in the setting. It is a warm and inclusive community where all children are treated fairly and have equal access to resources and activities. Celebrations of festivals and special events effectively promote children's understanding of the differences in the world around them.

Practitioners are well qualified and experienced in working with young children. They have worked hard to ensure that the relatively new indoor and outdoor spaces fully meet the requirements of the Foundation Phase. The indoor space is freshly painted with colourful, recent examples of children's work on display. Both outdoor and indoor areas are well organised into the different areas of learning. Great care has been taken to ensure that the outdoor space is secure during the playgroup sessions. Resources are plentiful and of good quality. They are easily available for the children to access. The setting makes good use of the school grounds to enhance and extend the children's learning experiences.

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

The playgroup leader is very experienced and committed to providing a happy environment. Practitioners value one another's strengths and work closely together to create a strong team. Regular staff meetings ensure that everyone understands what is happening and what changes they need to make. However, specific roles within the management of the setting are undefined.

The management committee provides very effective support to the setting. Formal meetings occur termly. The committee members and setting staff are in daily contact both verbally and through phone calls and social media. The committee is involved in all aspects of the management of the setting. All practitioners have relevant and up to date job descriptions. Post holders on the management committee carry out staff appraisals and identify training needs. As a result, practitioners are well equipped to be effective in supporting the children's learning. The committee also supports the setting's annual review of policies and procedures.

The setting pays good attention to local and national priorities such as ensuring a strong focus on developing children's literacy and numeracy skills. The setting encourages healthy living and is part of the Designed to Smile programme, which encourages and supports children to take care of their teeth.

Improving quality: Good

Following the recommendation of the local authority link teacher, the setting is still following the format of previous self-evaluations. The playgroup leader reviews progress every year and records any changes and current practice in a different colour, thus building up a picture of development over the past five years. She consults practitioners through informal discussions and parents contribute their views by means of an annual questionnaire.

The leader uses this information appropriately to develop an improvement plan that identifies both short and longer term priorities. Practitioners are working towards these priorities, for example planning for small group activities to enable appropriate differentiation. This was observed to be working successfully during the inspection. As a result, children are able to access activities at a level appropriate to their stage of learning. Weekly evaluations provide useful feedback to the playgroup leader.

All practitioners demonstrate a strong commitment to self-improvement. They are open to new ideas and respond positively to support from the local authority advisory teacher. This has led to improvements to the quality of learning experiences provided, such as the regular inclusion of Welsh during the morning welcome time.

Partnership working: Good

The setting has developed a range of worthwhile partnerships that contribute effectively to the progress and wellbeing of the children.

Partnerships with parents are strong. The setting actively keeps parents informed about what their children are doing through a termly newsletter that gives information about the upcoming topic and through a daily information board on the outside gate. 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 themes in the setting. Parents speak highly of the practitioners and say that their children are happy and eager to attend the setting.

The management committee is highly committed to the work of the setting and has raised substantial funds to provide essential equipment. This includes the very necessary moveable fencing to enclose the outdoor area.

The playgroup enjoys a good relationship with the school and this has a positive impact on the children's transition when they move on. The setting's proximity to the school and their regular use of the school field means that children are already familiar with the environment and staff. Practitioners share information with the Foundation Phase teacher.

The setting's positive partnerships with the local authority's advisory teacher and with the regional development worker from the Wales Pre-school Providers Association are constructive and support the continuing improvements.

Resource management: Good

The setting makes effective use of staffing and resources. The playgroup leader deploys her staff well and practitioners know what they need to do to support the children in their learning. 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 good relationship that the setting has built up with the playgroup based in another local school has proved to be mutually beneficial. They have organised joint training and shared resources to enhance children's experiences.

The setting's committee and managers monitor the budget regularly and systematically to ensure the most efficient use of funds. This means that spending decisions are appropriate and in line with the priorities identified in the setting's improvement plan.

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.