



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

A report on

**Hawkesbury Pre School Playgroup
Hawkesbury Community Centre
Mill Lane
Buckley
Flintshire
CH7 3HA**

Date of inspection: February 2019

by

Care Inspectorate Wales (CIW)

and

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Hawkesbury Pre School Playgroup

Name of setting	Hawkesbury Playgroup Buckley
Category of care provided	Full Day Care
Registered person(s)	Hilary Davies
Responsible individual (if applicable)	N/A
Person in charge	N/A
Number of places	50
Age range of children	2½ to 5 years old
Number of children funded for up to two terms	22
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday from 9:00 to 15:00 during term time only
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a setting that does not provide an 'Active Offer' of the Welsh language. It is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh Language service.
Date of previous CIW inspection	10/01/2017
Date of previous Estyn inspection	11/02/2014
Dates of this inspection visit(s)	12/02/2019

Additional information

The setting is a privately run day-care setting operating from the Hawksbury Community Centre in Flintshire local authority. All children have English as a first language and no children come from homes where Welsh is spoken.

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Adequate
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Adequate
Environment	Good
Leadership and management	Adequate

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Maximise opportunities in learning and daily routines to enable children to become more independent
- R2 Improve planning and assessment procedures to ensure the effective progression of children's skills
- R3 Improve self-evaluation procedures in order to accurately identify strengths and priorities for development and secure timely improvements
- R4 Improve the quality and frequency of staff supervision and appraisals

What happens next

The setting will draw up an action plan to show how it is going to address the recommendations. Estyn and CIW will monitor the setting's progress.

Main findings

Wellbeing: Good

Nearly all children make appropriate choices and decisions about their play. They move freely around the indoor area choosing where and what to play successfully. For example, a child was playing with the play dough and then decided they wanted to play on the ICT equipment, which they were able to do. Nearly all children are confident to express their needs and ask questions, knowing they will be listened to, for example when asking for support to complete tasks such as putting their coats on.

Nearly all children are happy and settled at the service. They cope well with separating from their parents and settle quickly into the routines. Nearly all children are relaxed and feel safe in the care of staff with whom they have formed positive relationships. They are familiar with the routines of the setting, which helps them to understand what is expected of them and what will happen next. For example, children knew that after registration they were able to go and play in one of the areas. They explore the areas of learning available to them with confidence.

Nearly all children interact positively and enjoy joining in with group tasks such as singing songs and listening to stories. For example, children replied to their names in Welsh and a child was proud when they remembered the Welsh for good morning and good night. They learn to share and cooperate with very little support from staff. Nearly all children are beginning to show concern for their peers.

Nearly all children enjoy attending the setting and taking part in the activities available to them. Most concentrate and engage with tasks for a substantial period of time in line with their age and stage of development. A few children discuss their activities with confidence. For example, a child was proud of the heart they had made with the play dough and held it up to show what they had done.

When given the opportunity, nearly all children develop their independence suitably during their play and when completing other tasks. For example, they access the liquid soap to independently wash their hands. Nearly all children are able to access the resources set up for them as they are at a suitable height.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Adequate

Most children make suitable progress from their differing starting points. They show confidence and enjoyment in learning.

Most children have good communication skills and apply them well in a range of contexts. Most use simple sentences to convey meaning and a few talk at length about things that interest them. Nearly all children join in energetically with familiar songs and rhymes in both English and Welsh, for example 'Ble mae Ticw?'

Nearly all children listen well and follow simple instructions accurately, for example when preparing for snack time and tidying up. Many listen to familiar stories attentively and most join in enthusiastically with familiar phrases, responding appropriately to questions about the text. Many children treat books with respect and show developing skills as readers.

Many children make marks with increasing confidence using a suitable range of instruments, for example when writing receipts. A few are beginning to hold writing implements using an appropriate grip and form recognisable letters when writing their name.

Most children are beginning to develop appropriate numeracy skills. Nearly all join in with simple number songs and rhymes to five confidently. Many are beginning to count to five in sequence with support and apply this to other contexts competently, for example when counting the number of tubes needed to make a junk model.

A minority are beginning to use suitable mathematical language during their play, for example largest to smallest when sorting heart shaped cutters. However, in general, children do not make enough progress in their numeracy skills in line with their ability.

A minority of children persevere and problem solve well when interested in a task, for example when completing a jigsaw. However, most children's problem solving skills are underdeveloped. Most children participate appropriately in creative activities such as painting and playing simple instruments when supported by adults.

Most children's physical skills are developing appropriately. They manipulate play dough to make heart shapes and a few use tools to squeeze and stretch the dough. Many jump and land successfully, using two feet, and use a seesaw confidently.

With adult support, most children are beginning to use an electronic tablet to select and play games appropriately. Many make suitable use of a small number of electronic toys in their play, such as an electronic till in the shop and a telephone and iron in the role-play area. Many children are beginning to develop the skills needed to operate a digital camera. However, the development of children's information and communication skills is at an early stage of development.

Most children develop good Welsh language skills. Many name colours with little support from adults. Most respond with confidence to simple instructions and questions, for example at registration and snack times.

Care and development: Good

Practitioners are positive role models for the children. They communicate with them in a warm, friendly manner and promote good manners by gently reminding them to be polite. Nearly all practitioners interact well with the children during their play activities. Most practitioners engage and focus children well, for example when using

positive praise and applying strategies such as asking the children to turn on their listening ears. Nearly all practitioners model respectfulness towards each other and the resources, for example when modelling how to hold a book and turn the pages.

Nearly all practitioners have a clear understanding of safeguarding processes. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. All practitioners implement policies and procedures related to keeping children safe and healthy consistently. For example, they encourage and support children to wash their hands at appropriate times and ensure that healthy snacks are available. However, practitioners do not always ensure that the daily routine provides pupils with sufficient opportunities to be active through the use of the outdoor area.

Practitioners are caring towards the children and help them to feel valued and have a sense of belonging. For example, when children arrive at the setting, practitioners welcome and speak to them with affection and show interest in what the children had to tell them. They provide a limited range of activities to promote children's independence, such as encouraging them to collect their own cups and clear their places during snack time. However, generally, practitioners do not always provide children with enough opportunities to develop their independence effectively enough.

The setting has effective arrangements for supporting children with additional learning needs. Practitioners support children with additional needs effectively and as a result, children engage appropriately with many activities. The setting works effectively with specialist agencies to ensure that individual needs are met. Practitioners ensure that there are appropriate plans that outline support for these children and work in close partnership with parents to support their children's development.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Adequate

All practitioners have established good relationships with children, making effective use of praise and encouragement to enhance learning and wellbeing. They support children well to build confidence and encourage participation in learning. Most practitioners have a good understanding of how and when to assist sensitively to help children move forward. They plan an appropriate balance between activities under the direction of an adult and those initiated by children. The setting uses additional practitioners beneficially to provide valuable and effective support to children with additional learning needs. However, a few practitioners intervene too early, which limits opportunities to develop children's independence and risk taking.

Practitioners work together efficiently to provide a range of appropriate learning experiences that children enjoy. They make worthwhile use of visitors and visits to places of interest to engage children and enrich their learning experiences. This

includes a visit to a local petting farm and a visit from the local postal worker to talk about what happens when a letter is posted. Following this visit, practitioners encouraged children to write and post letters to Santa. However, curriculum planning does not identify sufficiently focused opportunities to ensure that all children develop their skills progressively, particularly in information and communication technology (ICT). As a result, opportunities to develop children's ICT skills are underdeveloped.

Practitioners gather beneficial information about children's progress. However, they do not use this information consistently to identify next steps for learning or to provide sufficient challenge for more able children.

Most practitioners make appropriate use of questioning to develop children's literacy and numeracy skills. For example, they ask relevant questions about characters and events in stories, count the number of tubes they need to make a model and discuss colours, shapes and patterns to match odd socks.

Practitioners provide opportunities for children to learn about and participate in recycling, for example they are encouraged to put food waste and paper in a recycling bin. Practitioners plan suitably for children's personal, social, cultural and moral development. They make appropriate use of opportunities for children to develop a sense of curiosity and wonder about the world around them, for example finding snowdrops in the snow and watching birds through binoculars.

All practitioners model and promote the use of Welsh consistently well during group sessions and through daily routines. They maximise opportunities to make good use of songs, rhymes and repeated phrases to develop children's Welsh language successfully. The setting makes good use of St David's Day celebrations, stories and activities to help children learn about Welsh culture and traditions. However, practitioners do not provide opportunities for children to learn about other cultures and the wider world.

Environment: Good

Leaders provide a safe environment for children. Practitioners implement effective safety precautions, such as taking regular head counts of the children, to ensure that children are accounted for and safe. The setting keeps a record of all children, staff and visitors on site. This allows everyone to be able to be accounted for in an emergency.

Leaders conduct risk assessments on most of the areas used by the children. However, there are no specific written risk assessments on the rooms being used, outside or the activities taking place. Leaders confirmed that daily checks are completed before children arrive. Inspection of the rooms and how they were used evidenced that they are safe and free from hazards. Effective safety procedures are followed by practitioners. For example, they ensure that the main doors are kept locked. Leaders manage the times when the centre is used by outdoor groups well.

For example, leaders make sure children have the use of specific toilets, allocated for use by the children using the setting only.

The environment is well maintained, light and bright. Where practical, practitioners display children's work effectively, ensuring that their achievements are celebrated. This allows children to gain a sense of belonging. Practitioners' use of display space is beneficial to share information with parents. Practitioners made good use of the main rooms to provide stimulating areas of learning that children can access freely.

The outdoor environment gives children appropriate space and opportunity to be physically active, get fresh air and explore the world around them. However, practitioners do not plan effectively to ensure that children have regular access to this area as part of their play and learning.

The setting has a wide range of good quality child friendly resources that are suitable for the ages and stages of development of the children. Practitioners plan areas of learning to reflect the foundation phase philosophy well and equip areas with suitable resources. For example, there was an electronic toy till in the shop and kettle in the home corner, which inspired children's interests and curiosity.

The setting uses available resources appropriately to support children's learning indoors, although resources for ICT are limited.

Leadership and management: Adequate

The leader has a clear vision for the setting and has established a positive and inclusive ethos where parents, children and practitioners feel valued. The setting shares its values and expectations about learning, behaviour and relationships well through the provision of a Parents Welcome Pack, regular newsletters and the frequently updated and carefully managed social media site. Daily interactions between practitioners and parents are positive and reinforce these values consistently.

Self-evaluation processes and planning for improvement are at an early stage of development. In particular, systems for gathering accurate and reliable first-hand evidence are underdeveloped. Strategic planning to address priority areas is not sufficiently robust to bring about necessary improvements. As a result, the setting has not identified important areas for development, such as the use of assessment to inform next steps in learning.

The leader ensures that there are a sufficient number of practitioners working in the setting. All practitioners are well qualified and deployed effectively. The setting complies in full with safe recruitment processes for all new appointments.

All practitioners have appropriate and up-to-date job descriptions in place to ensure that they have an appropriate understanding of their role in the setting. However,

processes for staff appraisal and professional learning are underdeveloped. As a result, practitioners do not fully understand their roles well enough, for example planning learning experiences or helping children to become independent. Many practitioners participate regularly in training provided by the regional consortium. However, in most cases this is in response to the needs of the setting and not necessarily the individual. Practitioners share learning gained from training informally with other practitioners in the setting.

The setting has established number of effective partnerships that benefit the children well. Partnerships with parents and carers are very strong. Parents and carers feel welcome at the setting and are confident to approach staff if they have a concern about their child or the setting. The setting ensures that parents and carers know how well their child is doing and what they have achieved during each session. Parents and carers express high level of satisfaction with the setting and an appreciation of the standard of care provided.

The setting has established worthwhile links with the local primary school. As a result, by the time children leave they are appropriately prepared to make a positive transition into the school.

The setting values the advice and support they receive from the local authority advisory teacher and acts on the advice given.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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