



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

A report on

**Kiddy Kabin Playgroup
Shotton Community Centre
Plymouth Street
Ysgol Croes Atti
Glannau Dyfdrwy
Shotton
CH5 1HX**

Date of inspection: June 2019

by

Care Inspectorate Wales (CIW)

and

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

About Kiddy Kabin Playgroup

Name of setting	Kiddy Kabin Playgroup
Category of care provided	Sessional care
Registered person(s)	Linda Forrester
Responsible individual (if applicable)	N/A
Person in charge	Linda Forrester and Lisa Wall
Number of places	16
Age range of children	Under 12 years
Number of children funded for up to two terms	11
Number of children funded for up to five terms	0
Opening days / times	9.15am to 11.30am Monday to Friday term time
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	No
Welsh Language Active Offer	No
Date of previous CIW inspection	12/10/2016
Date of previous Estyn inspection	01/02/2013
Dates of this inspection visit(s)	19/06/2019
Additional information	
<p>This is a service that does not provide an 'Active Offer' of the Welsh language. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care.'</p>	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
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 Ensure practitioners develop children's Welsh language skills progressively.
- R2 Improve provision for more able children.
- R3 Review and update policies and procedures in a timely manner
- R4 Ensure risk assessments are sufficiently detailed to enable practitioners to keep children safe during visits.

What happens next

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

Main findings

Wellbeing: Good

Nearly all children express themselves well and communicate confidently with practitioners and other adults around them. For example when choosing which colour paper to use for their collage. Children make effective decisions about where to play and which songs they want to sing. They make confident choices and know practitioners will respond positively to their requests, for example a child asked to wash socks outside and a practitioner responded by offering this activity. Children share their ideas. For example, a child expressing an interest in dogs resulted in a visit to a dog groomers and afterwards a role-play area was set up.

Nearly all children settle well and quickly into the daily routine. They have good relationships with their peers and practitioners and are relaxed and feel at ease in the company of each other. Nearly all children feel safe and valued including those who need a little more support to settle. Children choose who to sit next to and are beginning to form friendships.

Nearly all children are well behaved. They listen well to instructions and to reminders about simple rules. A few are beginning to understand the needs of others, for example reaching a packet under a low shelf for a child who was tidying the shop. Many share equipment happily and understand the need to take turns.

Children engage well and nearly all join in enthusiastically with the activities offered and express their enjoyment. For example, during a music session children were singing and pretending to be sharks with great excitement. Nearly all use toys and equipment confidently. For example, many operate a camera well and use a series of photographs to show how the caterpillars are growing. They talk excitedly about what will happen when the caterpillars change into butterflies. Children have plenty of choice both indoors and outdoors during free play, for example playing with hoops and sand. Many children persevere appropriately such as when deciding how much water is needed to make the right consistency in the mud kitchen.

Most children are motivated and are developing independence skills well. For example they chop vegetables to make soup and spread toppings on toast. Children pour their own drinks at snack time and choose fillings to make sandwiches. Children take on responsibility at the setting, for instance, a helpwr heddiw gives out the cups at snack time. Children are successfully learning to do things for themselves such as washing their hands.

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

Most children make good progress from their different starting points during their time in the setting. Many children listen well during large group time. For example, when it is time to leave the carpet they listen to the practitioner call their surname and they leave the carpet independently. Most children talk confidently about what is important to them, such as a swimming activity they are looking forward to.

Nearly all children develop early reading skills appropriately. They make sure the books are the right way up, turn pages and a few children talk about the pictures. Nearly all children recognise their name independently on their pegs and on mats at snack time. Many children enjoy mark making with a range of equipment and a minority are beginning to develop an understanding of writing for a purpose. For example, they attempt to write letters on a shopping list and read it back to the shopkeeper.

Most children use mathematical language regularly in their play. For example, they describe the banana as 'big' and the bucket as 'full'. Most children recite numbers in order to at least 10, for example when counting the number of children present at the start of the day. Many children recognise and name two dimensional shapes correctly when threading buttons and using cutters in the dough. Most children understand the purpose of money and adopt the role of customer or shopkeeper in the role-play shop.

Nearly all children's physical skills are developing well. They negotiate space when riding on balance bikes well, kick a large ball at a target with good control and dance to music enthusiastically. They use a range of tools, such as scissors, rolling pins and brushes independently. Many children enjoy being creative for example, when painting at the easel and making a birthday cake using dough, candles and decorative materials.

Many children use a variety of ICT equipment successfully. For example, they programme a toy to move backwards and forwards. However, children's problem solving skills are generally under developed.

Many children's Welsh language skills are developing satisfactorily. For example, with practitioner support they use simple Welsh words at registration and snack time. Many children join in with simple Welsh songs with encouragement from practitioners.

Care and development: Good

Practitioners keep children healthy and safe effectively. They understand and follow appropriate policies and procedures, attend suitable training and know what to do should they have any concerns about a child. The setting's arrangement for safeguarding children meets the requirements and gives no cause for concern. Practitioners are vigilant in caring for the children and follow robust procedures for example whilst children were having their photograph taken. Practitioners prepare healthy snacks and offer milk or water to drink. They ensure good hygiene practice is followed when preparing food and encourage children to wash their hands.

All practitioners have established good relationships with children and as a result interactions are respectful and caring. They manage children's behaviour positively and they have consistent expectations. Practitioners are sensitive to the needs of the children and intervene well to prevent any disruption. They give plenty of encouragement and ensure children are busy with activities which sustain their interest. Practitioners remind children of simple rules such as to take time when pouring drinks and provide plenty of notice for tidying up time. For example the count down includes a flash of lights and use of a timer, which allows children time to finish an activity.

Practitioners promote children's play, learning and development effectively through planning interesting activities. They take children on visits to extend their understanding of the world around them. For example to the building society and the opticians. Practitioners know when to facilitate activities and when to stand back and observe. They show interest in the children's ideas and sit alongside children to extend their learning.

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

Practitioners plan a suitable range of experiences that cover all areas of learning appropriately over time. They have a sound understanding of the foundation phase curriculum. They make good use of indoor and outdoor resources to support learning and ensure a suitable balance between activities directed by an adult and those initiated by children. However, the setting does not always plan activities that challenge more able children well enough.

Overall, the setting provides valuable opportunities to develop children's literacy and numeracy skills. For example, all practitioners encourage children to count and recognise shapes and there are mark-making activities, such as using a large chalk board in the outdoors.

The setting supports children's Welsh language development appropriately. A minority of practitioners model Welsh through singing songs and using simple words and phrases competently. However, they do not use Welsh consistently throughout the session or develop children's vocabulary sufficiently. Children have relevant opportunities to learn about their Welsh heritage. For example, they make model daffodils and paint dragons as part of their St David's Day celebrations.

Practitioners make beneficial use of visits to the community to enhance children's learning experiences. For example, children have enjoyed visits to the opticians and to the supermarket to buy snack food, which helps them to develop their understanding of people who help us. Practitioners celebrate Chinese New Year and provide good opportunities for children to learn about this festival. For example they use chopsticks and taste prawn crackers at snack time. There are worthwhile opportunities to learn about and care for living things. For example, children plant seeds and observe caterpillars changing into butterflies. Practitioners provide practical opportunities for children to learn about sustainability through recycling plastic milk containers.

The setting has a range of useful assessment procedures. Practitioners observe and identify what children can already do during their first few weeks in the setting. They also record valuable observations to show children's progress and their responses to planned activities. However, the information is not used well enough to inform future planning that meets the needs of all children.

Environment: Good

Children are cared for in a safe and secure environment with good safety arrangements. For example, the main door and playroom door are securely locked and the premises are secure from unauthorised access. Practitioners undertake

daily visual checks of indoor and outdoor areas to check equipment is clean and safe. Practitioners ensure procedures for collecting children are followed to keep them safe. Fire drills are undertaken at three monthly intervals ensuring both children and practitioners are familiar with the procedure.

The premises are welcoming and well maintained. Practitioners follow good hygiene procedures and are aware of their responsibilities to maintain cleanliness. The premises provides ample space for children to move around freely and opportunities to be physically active. A little of the children's work is displayed and annotated with a few words in Polish to support children and parents for whom this is their first language. Photographs are displayed of the children enjoying a variety of activities and visits in the community such as posting letters and visiting a hairdresser.

Resources are generally appropriate for the age and stage of development of the children. There are plenty of toys and equipment to enable children to have variety and choice. Resources are of good quality, conform to safety standards and are stored at low level in clear boxes with many labelled so children can access them independently. However multicultural resources and those which reflect the diverse world in which we live are limited. Natural and sustainable resources such as a mud kitchen, wood and pebbles enhance children's play effectively. Furniture is of suitable size for children to enjoy table top activities and eat their snack together. The outdoor environment is well resourced to provide good opportunities for developing physical skills such as pedalling and using play equipment independently.

Leadership and management: Adequate

Leaders have established a positive ethos for children, parents and staff at the setting. They work effectively to provide a caring and engaging environment for all children. As a result, all children are happy and well cared for at the setting. There are regular staff meetings to discuss learning experiences and assessment. However, these are not recorded to ensure that agreed actions are implemented effectively. The practitioners have recently attended more training events than previously, however this has not yet had an impact on the quality of teaching or improved outcomes for children.

The setting's statement of purpose provides an accurate picture of the setting. There is a range of suitable policies and procedures to support the organisation of the setting, which leaders share with new practitioners effectively. However, there is not an effective process for reviewing and updating the policies regularly. The setting has safe and appropriate processes for recruitment and deployment of staff. Leaders carry out regular staff appraisal and supervision.. This ensures the wellbeing of all practitioners is high and mandatory training needs are addressed. Leaders have completed written risk assessments; however, these are not sufficiently detailed to ensure practitioners understand how to minimise risks when undertaking visits into the community.

The setting's self-evaluation processes are, on the whole appropriate. The practitioners, under the guidance of the local authority, have identified suitable areas to develop, such as improving children's early reading and ICT skills. However, the setting's self-evaluation processes have not identified important areas for improvement, such as meeting the needs of more able children. Strategic planning

to address priority areas is not sufficiently robust to bring about necessary improvements. As a result, the setting is slow to address important areas in a timely manner, such as developing the Welsh language skills of children and practitioners.

The setting makes effective use of practitioners and resources to support children's wellbeing, play and learning. Leaders make sure the setting has the required number of suitably qualified practitioners.

Practitioners build strong links with parents and share information with them purposefully. Parents and carers feel welcome at the setting and value the regular exchange of information they receive about their child.

The setting's links with local schools is developing appropriately. Practitioners share appropriate information about children's achievements to support them as they move on to the next stage of their education.

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 evaluate 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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