



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

**A report on**

**Priory Pre-School  
c/o Priory CinW Primary School  
Pendre Close  
Brecon  
Powys  
LD3 9EU**

**Date of inspection: February 2020**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Priory Pre-School

Name of setting	Priory Pre-School
Category of care provided	sessional day care
Registered person(s)	Not applicable
Responsible individual (if applicable)	Lynsey McCrohon
Person in charge	Kim Gage-Thomas
Number of places	20
Age range of children	3 to 4 years
Number of children funded for up to two terms	1
Number of children funded for up to five terms	17
Opening days / times	9.00am – 3.30pm, Monday to Friday
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 service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use their service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words

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	follow on strategic guidance for Welsh language in social care’.
Date of previous CIW inspection	11/05/2017
Date of previous Estyn inspection	not previously inspected by Estyn
Dates of this inspection visit(s)	24/03/2020
Additional information	
Most children speak English as their first language. A very few children are learning English as an additional language.	

## Summary

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

## **Non-compliance**

**No non-compliance was identified during this inspection.**

## **Recommendations**

- R1 Ensure that practitioners always respond quickly when children need support to manage their behaviour
- R2 Enrich the curriculum further through community links including opportunities for children to learn about cultures represented with the setting
- R3 Ensure that all policies and procedures are specific to and meet the needs of the setting and are followed consistently

## **What happens next**

The setting will draw up an action plan that shows how it is going to address the recommendations.

## Main findings

### Wellbeing: Good

Most children show high levels of wellbeing and make good progress in developing their personal and social skills. They play happily, knowing that they are listened to and that practitioners will take good account of their views and play choices. For example, they show delight as a practitioner tells them that the setting has bought a new dressing up outfit because the children love to wear them. Many communicate well and express themselves and their needs confidently in the knowledge that practitioners will respond and listen to them respectfully. For example, children chat happily about their birthday or a new baby in the family. They contribute ideas to activities, such as when practitioners recognise their interest in puppets and feed this into future planning.

Most children enter the setting happily and cope with separation from their main care givers quickly. They settle promptly into routines they are familiar with, which helps them to feel safe and secure. Nearly all children form positive bonds with practitioners and feel valued because practitioners celebrate their efforts and achievements. For example, children show their collage creations to practitioners with pride. Most children are beginning to play alongside or with others confidently in line with their stage of development. For example, they complete a puzzle together or build a 'pirate ship' with a friend.

Overall, most children behave well and are developing their personal and social skills effectively. They develop a clear sense of right and wrong and are polite and respectful to practitioners and each other. Most children interact positively and enjoy joining in with group tasks, such as singing songs and discussing the weather. They co-operate well in their play, take turns and share resources appropriately. Most children take good care of resources both inside and outdoors, and many enjoy tidying up or helping at snack time. On a few occasions when children need support to manage their behaviour, they respond well to prompts from practitioners to consider the feelings of others.

Nearly all children engage well and explore the environment enthusiastically. Many show concentration and perseverance as they chop real carrots in the role-play area or explore placing a battery-operated spinning top on different surfaces. Children eagerly put on wellies and waterproofs in their enthusiasm to play outside and are keen to show practitioners the 'soup' they make in the mud kitchen. A few children show excitement when they giggle and stamp their feet as they hear that a music session is about to start.

Most children are confident and develop their independence skills effectively. For example, they self-register on arrival at the setting and collect their snack during snack time with a little support. Nearly all children learn new skills as they experience a variety of activities and play opportunities. For example, they develop their imagination and mathematical skills well, as they use blocks to make a home for a toy fish or a parking space for a toy car.

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

During their time at the setting, most children make good progress, particularly in the development of their physical skills. For example, they sprinkle flour into their 'pancake mix', jump into deep puddles or roll a heavy tyre down a grassy slope. Many children develop their personal and social skills well and a majority play cooperatively. For example, they tell a friend that they need a helmet before they ride on a tricycle or ask a friend to follow them as they play a chasing game together.

Most children listen attentively. They understand and follow instructions successfully, such as washing the cups after snack time or putting wellies on before they go outside. Many speak confidently and are happy to share information about what they are doing with familiar adults. For example, they explain that they are making pancakes and ask an adult if they like blueberries when playing in the mud kitchen. Most children develop their knowledge of books and stories well. For example, they join in with retelling a well-known story using their own ideas and props they collect from the role-play area. A minority choose to look at books and listen to stories in the cosy story area. Most children take part in mark making activities with a range of equipment successfully and a few are beginning to write for a purpose with little support. For example, they pretend to write a shopping list or attempt to write their name on their painting.

Most children's numeracy skills are developing well. They say numbers in order to ten and many count objects accurately to at least five. A few children are developing an understanding of number digits, such as when they write number two after hearing two birds singing in the garden. Many children make good use of mathematical vocabulary. For example, they describe the playdough cupcakes they have made as 'so small' or a pan as 'a circle'.

Children's information and communication technology (ICT) and thinking skills are developing well. Most children access ICT equipment confidently and many persist and try different approaches, such as when they explore how to get a battery-operated car to travel along a track or under a bridge. Most children develop their creative skills well, for instance they take part in dance activities or decide to make a 'pizza' from collage materials. Many children develop their imagination well. For example, they pretend to be princesses in a castle or to make tea for a tiger who has come to visit.

Most children develop their Welsh skills effectively. They respond positively to simple instructions given in Welsh and join in with a range of Welsh songs and rhymes. Many children are beginning to use Welsh words and phrases, such as when they say goodbye to friends and a few count accurately to seven.

**Care and development: Good**

Practitioners implement the setting's policies and procedures effectively. They attend training on safeguarding, food hygiene and paediatric first aid and are clear about their roles and responsibilities in relation to keeping children safe and healthy. For example, they promote good hygiene through following agreed practices. Practitioners support children to brush their teeth effectively and provide healthy

snack choices. They have suitable systems to administer medication and record accidents and incidents appropriately. A suitable range of risk assessments, including fire safety, are in place to maintain a safe service. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners share a positive approach to managing children's behaviour and follow the setting's policy effectively. They use positive feedback and praise well to support children to show kindness and take turns. Practitioners use resources such as 'happy' and 'sad' faces well to explore feelings with children and develop their emotional language and understanding. They are clear and consistent in gently reminding children to follow simple rules such as to use 'kind hands'. As a result, most children behave well, and develop their social skills successfully. However, on a few occasions when children need support to manage their behaviour, practitioners do not intervene quickly enough.

Nearly all practitioners are approachable, know children well and show sensitivity to the needs of individuals. They deliver care in a nurturing manner and offer cuddles and reassurance when needed. They promote children's play, learning and development successfully and meet their individual needs well.

Practitioners track children's progress appropriately and use information from observations and assessments to help children move forward with their learning suitably. The setting has effective procedures to support children who have additional needs and ensure that they have full access to all areas of learning. Practitioners work with a range of support agencies, such as speech and language therapists, to ensure that they meet children's needs successfully.

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

The setting embraces an approach to early education that supports children to express themselves and build on their natural curiosity and creativity. Nearly all practitioners have a good understanding of foundation phase practice. They understand the importance of providing opportunities for children to learn through play and active involvement in first-hand experiences. For example, they provide real crockery and vegetables for children to explore in the role-play area. Practitioners explain things clearly and combine adult directed activities with children's free play effectively. As a result, children enjoy periods of uninterrupted learning.

Practitioners provide a range of engaging opportunities for children to develop their communication, literacy, numeracy and thinking skills successfully. They model activities and language effectively, such as when they use puppets and props to adapt a well-known story and ask questions about characters effectively. This engages children well and deepens their understanding of stories successfully. Practitioners support children to develop a wide range of skills through their play by using resources thoughtfully. For example, they provide different sized cupcake cases, ice cube trays and good quality playdough in the play-dough area. This encourages children to count, compare sizes and explore shapes successfully as they pretend to make cakes.



A range of learning experiences promote children's moral, spiritual and cultural development well. For example, practitioners foster a sense of awe and wonder effectively when they encourage children to observe caterpillars turn into butterflies before releasing them into the wild. Practitioners provide beneficial opportunities for children to learn about and care for living things, such as when they support children to observe birds using binoculars and listen to them singing.

Practitioners provide effective opportunities for children to develop their physical skills including using a range of tools such as whisks and brushes. A creative area provides valuable opportunities for children to explore their ideas using a resources such as paint and collage materials. Practitioners understand the importance of the creative process and value this appropriately rather than placing the emphasis on the end product. They encourage children to explore their creative ideas effectively, such as when they support them to experiment with water and chalk. The setting provides worthwhile opportunities for children to develop their ICT skills such as exploring ways to make a programmable move in different directions.

Practitioners support children's Welsh language development effectively throughout the session. They model Welsh through singing songs, counting and using a few Welsh words and phrases successfully. The setting enhances the curriculum appropriately through links with the wider community. For example, an external provider delivers beneficial music sessions for children. However, initiatives to enrich the curriculum through links with the community are generally underdeveloped. Opportunities to learn about a range of cultures including those represented within the setting's community are limited.

The setting has effective assessment procedures and practitioners know children well. They observe children and identify what they can already do during their first few weeks in the setting. Practitioners record useful observations to show children's progress and use the information suitably to identify next steps in their learning. They keep parents informed suitably about their child's learning and development through ongoing chats and a useful annual report.

### **Environment: Good**

Leaders ensure children are cared for in a safe, secure and clean learning environment. There is a robust system for managing access to the premises and the setting maintains a record of visitors effectively. All required safety checks for the setting are undertaken appropriately. Practitioners complete useful risk assessments and undertake a daily safety check of the environment suitably. There is an appropriate balance between the need to promote children's safety and protect them from harm, and the need to support children to take managed risks. For example, practitioners supervise children well as they run down a grassy bank in the outdoor area.

Indoor and outdoor play areas are welcoming and spacious, and they provide a rich environment for play and learning. Leaders ensure that children benefit from direct free-flow access between the inside and outside play spaces. This provides opportunities for children to access the wide range of resources and activities available independently. The person in charge ensures that play areas offer a beneficial range of opportunities for children to be active and inquisitive. Many open-

ended resources offer children suitable challenges and opportunities to experiment. For example, tough trays with rice and tweezers promote the development of fine motor skills and carpentry tools, such as hammers, develop an appropriate awareness of the need to play carefully. The use of many sustainable and natural resources promotes children's learning and development effectively, such as when they make models from clay or chop a real apple in the role-play area.

Leaders provide activities that promote an understanding of the culture and heritage of Wales appropriately. For example, children celebrate St David's Day. The setting has a few multi-ethnic resources such as puppets and dolls. However, resources and play materials do not promote children's awareness of a range of cultures well enough.

Leaders provide children with a worthwhile range of clean, age appropriate resources that are well-maintained and stored where children can reach them easily. Furniture is age-appropriate which promotes independence and ensures that children are comfortable when playing. For example, children access paint, water and brushes independently as they paint on their hands and make handprints at the easel in the creative area.

### **Leadership and management: Good**

Leaders share a strong vision, to support each child to lead their own learning. The responsible individual, who is also headteacher of the school, works effectively with the person in charge and practitioners to provide a caring and engaging environment for all children. However, in a few cases, there has been a lack of clarity between policies and procedures for the setting and those for the school. As a result, in a few areas, the setting's policies and procedures are not followed well enough. There is an up-to-date statement of purpose that ensures parents can make an informed choice about using the setting. The person in charge shares an appropriate range of policies with practitioners effectively and communicates her expectations clearly. As a result, newly appointed practitioners develop an understanding of the setting's ethos quickly ensuring a consistent approach.

Arrangements for identifying strengths and areas for improvement are successful and all practitioners are committed to improving quality. The setting makes beneficial use of information from a range of sources to inform the self-evaluation process. Nearly all practitioners know what the setting does well and areas that they have identified for improvement. For example, they explain how a change in approach to promoting mathematical development is supporting children to develop their numeracy skills successfully.

Leaders make sure that the setting meets the required numbers of suitably qualified practitioners consistently. Appraisal and supervision systems communicate high standards and review the performance of practitioners well. Practitioners have good opportunities to discuss and reflect on the quality of their work and are clear about their targets for improvement. Nearly all practitioners take advantage of opportunities for continued professional development and strive to improve their performance. They are proactive in developing their knowledge and skills. The person in charge attends regular training courses and shares new knowledge gained with practitioners effectively. This has a positive impact, such as improving practitioners' understanding of how to support the development of children's creative and physical skills through block play.

The setting has a worthwhile range of partnerships that improve the quality of provision and outcomes for children effectively. Practitioners keep parents and carers well informed about what their children are learning and how well they are progressing through newsletters, a social media platform and informal updates. There is a strong partnership with the school that supports children's learning effectively and helps to prepare them for the next stage of their education. For example, children join the school for special events such as sports day. This helps them feel a part of the school and supports their physical development and personal and social skills successfully.

## 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](http://www.estyn.gov.wales))

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

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

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