

Report following monitoring

Level of follow-up: Focused improvement joint

Presteigne Little People

**Presteigne C.P. School
Slough Road
Presteigne
Powys
LD8 2NH**

**Date of visit:
March 2023**

by

Care Inspectorate Wales (CIW)

and

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

Outcome of visit

The setting is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection and CIW is satisfied that the actions taken to address the non-compliance have resulted in the setting being compliant with regulatory requirements.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the setting from the list of settings requiring focused improvement and CIW is bringing to an end its compliance process.

Progress since the last inspection

R1. Improve children's Welsh language and numeracy skills

Following the joint inspection practitioners focused clearly on improving children's Welsh language and numeracy skills and the setting has made good progress against the recommendation. Nearly all staff have received Welsh language training, which is supporting them to use simple phrases, vocabulary, and songs confidently. The setting recruited a Welsh speaking volunteer, which is having a positive effect in developing children's Welsh language skills further. As a result, most children use simple words and greetings throughout the session. They enjoy joining in and singing a range of Welsh songs and rhymes and are beginning to name colours and count to 10 in Welsh. Most children are beginning to use and recognise vocabulary to describe the weather. There are worthwhile opportunities for children to describe their emotions in Welsh when looking at and sharing photographs of themselves.

The setting provides a wide range of worthwhile opportunities for children to develop their numeracy skills. Practitioners model mathematical language well when playing alongside children. They discuss the length of their models, count the number of bricks needed, name colours and shapes. Practitioners plan exciting and worthwhile activities that develop children's numeracy skills through their play. For example, when going on a dragon hunt practitioners provide a range of resources to encourage children to measure the dragon and begin to recognise numerals to 10.

R2. Develop a fire risk assessment specific to the setting and ensure some evacuation drills are carried out independently of the school

Leaders have developed a comprehensive fire risk assessment that is specific to the setting and separate from the school. They have carried out four evacuation drills since the last inspection including one during afterschool club and one during holiday club. Leaders have kept good records of the drills with sufficient detail to identify if they need to take any action to improve.

R3. Ensure leaders and staff fully understand and can implement their safeguarding policy and procedures

Leaders have made clear improvements in staff fully understanding the settings safeguarding policy and procedures. Leaders prioritise safeguarding through regular team meetings. They are confident of the procedures to follow should there be an allegation against an adult in the setting.

R4. Make effective use of observation and assessment to inform planning and to ensure that learning experiences meet the needs of all children

Since the joint inspection there has been a change of leadership within the setting. The new leader has begun to develop beneficial systems within the setting to monitor and track children's interests and learning. The setting has introduced worthwhile learning journeys for each child to capture their learning. Practitioners include photos and useful observations of learning and evidence of social interactions. Practitioners are beginning to use these journals to track progress and ensure that they cover all areas of the curriculum. Practitioners identify a small group of children to carry out detailed observation of their learning and notice their interests and fascinations. Practitioners use this beneficial information to plan for further experiences and adaptations to the environment to deepen and extend children's learning. This is having a positive effect on children's learning and the overall provision within the setting.

The setting has improved processes to ensure that practitioners identify children's additional learning needs at an early stage. They work effectively with parents and local authority advisory teachers to plan successful transition arrangements into the setting. Practitioners make valuable observations of children to identify how they are making progress against their targets identified within their individual learning plans and use this information well to plan their next steps.

R5. Strengthen leadership structures to ensure all staff are supported to fully carry out their roles effectively

The appointment of two practitioners to previously vacant roles has help strengthen the leadership in the setting. These appointments have allowed the Responsible Individual to step back from the day to day running of the setting. An additional responsible individual has also been appointed to help share the workload. This management structure has enabled structures and systems to be established. This helps leaders to share responsibilities effectively and allows practitioners to carry out their roles effectively. Leaders have established clear roles and responsibilities, and this has brought about significant improvements to the settings practices. Leaders have developed detailed action plans for improvement that are shared effectively with practitioners. They have developed effective practice guidance to help inform practitioners of the expectations of practice within the setting. This guidance supports leaders to ensure that there is a consistency of practice and to share information consistently throughout the setting. Leaders have created detailed contingency plans to ensure that any future changes of staffing do not have a detrimental effect on the running of the setting.

R6. Address the areas of non-compliance identified during the inspection

Leaders have made improvements to how they support children with health needs or disabilities. Health care plans have put in place that include all the necessary information and outlines the procedures to follow to keep children safe. Leaders gather up to date information about the children in their care and as a result detailed care plans are in place and followed consistently by practitioners. Information and medication are kept securely and are accessible to practitioners when needed. Leaders have put in place a robust system to support the identification support for children with additional learning needs. The setting is now compliant with this regulation.

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