



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

A report on

Village Playgroup Ynysawdre

**Parish Hall
Bryn Road
Tondu
CF32 9EB**

Date of inspection: October 2023

by

Care Inspectorate Wales (CIW)

and

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

About Village Playgroup Ynysawdre

Name of setting	Village Playgroup Ynysawdre
Category of care provided	Full Day Care
Registered person(s)	Gillian Rosser
Responsible individual (if applicable)	
Person in charge	Gillian Rosser
Number of places	10
Age range of children	2 - 5 years
Number of 3 and 4 year old children	2
Number of children who receive funding for early education	1
Opening days / times	Monday to Friday (term time only) 9:15am to 2:45pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	Post Registration Inspection
Date of previous Estyn inspection	October 2017
Dates of this inspection visit(s)	04/10/2023
<p>The setting is an established service in the village. Due to a move of premises the setting undertook a new registration with CIW in June 2021. This is the provider's first inspection within the current premises.</p> <p>The setting has a high ratio of children presenting with additional learning needs. Only two children have returned to the setting in September. All other children are new starters undertaking a settling in process.</p>	

Summary

Theme	Judgement
Well-being	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	No judgement applied
Care and development	Adequate
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Adequate
Leadership and management	Adequate

Non-compliance

We notified the provider that the setting was not compliant with the Regulations, a notice was not issued, but these are identified as areas for improvement, and the Registered Person must address these.

Recommendations

- R1 Improve the quality of the risk assessment process to include all aspects of the setting, including activities undertaken with children
- R2 Address the areas of non-compliance identified during the inspection
- R3 Strengthen self-evaluation and planning for improvement processes

What happens next

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

Main findings

Well-being: Good

Nearly all children have good opportunities to make choices and decisions about how they spend their time. They are able to choose where and what they want to play with. Children have access to a good range of toys and activities that are freely available to them. Nearly all children express themselves confidently, as they know they will be listened to. For example, a child was invited to plant some flowers. The child declined and continued to play with the wood slices.

Nearly all children arrive happy and eager to start their day. A few children who are a little quiet or upset on arrival are well supported and are soon playing happily with their friends. Children develop warm and close relationships with practitioners. For example, children happily initiate sitting on practitioners' laps when reading stories. Nearly all children are comfortable in their surroundings and are familiar with daily routines, which helps them feel settled and confident. Children receive frequent praise for their efforts and achievements, which makes them feel happy and valued.

Nearly all children enjoy their play and learning. They are enthusiastic and fully involved in the activities. They benefit from a variety of play opportunities to develop, learn, and to use their imagination. For example, a large tray filled with conkers,

branches and playdough provided children with opportunities to explore and enhance their play experiences. Children are motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development. For example, a child carried a small fire engine around the setting whilst painting a fire engine at the easel. They then went to build a ramp with the wooden blocks for their fire engine to roll down, showing great delight.

Nearly all children enjoy one another's company and spending time with practitioners. They are beginning to form friendships. We saw children and practitioners play a game of hide and seek; there were lots of giggles when children were waiting to be found by the practitioner. Most children show interest in what their friends do and are learning to share toys and resources appropriately.

Nearly all children are beginning to develop their independence skills, enabling them to do things for themselves. Many children access the toilet on their own and most wash their hands competently, while other children are offered support when needed. Children are provided with appropriate support when needed. For example, a child attempted to independently cut a carrot, saying '*I done it, I done it again*' when exploring different vegetables. They showed excitement and a sense of achievement in their actions. As a result, children's self-help skills are promoted well, which raises their self-esteem.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): No judgement applied

There is no report on children's learning. This is because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report without identifying individual children.

Care and development: Adequate

Practitioners on the whole understand and implement the setting's policies and procedures to promote healthy lifestyles and keep children safe. They complete relevant records for accidents and incidents, and have suitable systems for the administration of medication. Whilst the setting's arrangements for safeguarding children meet requirements and are not a cause for concern, practitioners do not always follow their child protection policy and procedures robustly. For example, we identified that not all relevant information required is captured in a timely manner. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Practitioners offer a range of healthy and well-balanced snacks, and water to ensure children stay hydrated. They encourage parents to provide healthy options in lunch boxes and there are suitable systems to manage allergies and intolerances. Practitioners follow good hygiene practices in line with infection control guidance, such as, wiping tables before children sit down to eat and washing their hands when handling food to prevent cross contamination. They encourage children to wash their hands before eating, embedding good hygiene routines. Practitioners enable children to spend time outside in the fresh air.

Practitioners interact extremely well with children. They act as good role models, speaking with each other and with the children respectfully, while building positive relationships with them. Practitioners are kind, patient and offer reassurance to children when needed. They use a positive approach to guide children to behave as expected. Practitioners praise and reinforce positive behaviour frequently, in line with their behaviour management policy. For example, a practitioner quickly responded, when two children were posting cars down a tube. One child became a little upset as they were struggling to take their turn. The practitioner skilfully guided the children to count out three cars each to post. Both children responded positively to the suggestion and continued to play happily together. They were both praised for working together.

Practitioners know the children very well. They carry out regular observations, which support their understanding of each child's individual needs. Practitioners use this information effectively when planning opportunities to provide a wide range of opportunities to develop skills and experiences to support children's learning. Practitioners allow all children to extend their learning and follow their own interests. For example, a practitioner suggests to a child who has a keen interest in cars to build a ramp from the wooden blocks to slide their cars down.

Practitioners support children with additional learning needs very well. They seek advice and guidance from other professionals, consult with parents when implementing and reviewing identified targets to support the child and meet their individual needs.

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

Practitioners have embraced the principals of the Curriculum for Wales well and provide hands on, purposeful learning experiences that effectively follow children's current interests and fascinations. For example, after sharing a story about a witch and her broomstick a child was interested in the puppets and retelling the story. The children were given the opportunity to make a broom stick out of sticks and wool and constructed a pretend fire.

Practitioners model a joyful approach to learning, and encourage and support children's natural curiosity, making best use of teachable moments that occur naturally. For example, children are supported to problem solve what to do next when making their own playdough, such as when the mixture becomes too sticky. This is used as an opportunity to explore textures going from wet to dry and to make prints in the dough with autumn treasures.

Practitioners are patient and demonstrate a good understanding of when to intervene to support children's learning and when to allow them periods of uninterrupted exploration. They are good language role models and support children well through their interactions. For example, they introduce children to new vocabulary and frequently sing rhymes to support their play and learning effectively. Practitioners follow children's cues well and the pace is unhurried and set by the children.

Practitioners build on children's existing skills and develop their independence, problem solving and thinking skills successfully. They consistently use basic Welsh words, Welsh rhymes, and phrases during the session.

Practitioners develop children's spiritual, moral and social skills effectively. They promote Welsh culture well by celebrating St. David's Day. They encourage children to complete home tasks looking at how their family celebrate this Welsh tradition and why they are proud to be Welsh. Practitioners celebrate diversity by teaching children about other festivals such as Chinese New Year, and involving their wider community to support this, for example tasting Chinese food from the local take away restaurant.

Practitioners are skilful and observant; they know their children exceptionally well and regularly discuss how they can support their progress in learning. They use assessment and observations effectively to inform future experiences and support next steps in learning. There are effective systems to support children with additional needs. Practitioners are attuned to the individual needs of children with a clear understanding of the strategies needed to enable them to make good progress. This is a strong feature of the setting.

Practitioners plan interesting activities to develop children's communication and information and communication technology (ICT) skills. For example, they provide recording devices for children to record themselves singing rhymes. The children show great pleasure in playing them back and listening to themselves. Practitioners also provide photographic equipment for children to take photographs of what they make. Practitioners support the children in taking the photographs and encouraging them to talk about their creations, such as faces in playdough using autumn loose parts.

Environment: Adequate

Leaders provide children with a learning and play environment that is safe and secure. They ensure that it is clean and suitably maintained and they effectively record when visitors, children and practitioners arrive and leave the building. Leaders and practitioners have suitable processes in place to ensure the safety of the environment, including fire safety checks and regular fire drills, which are carried out at different times to include all children. Daily safety checks of all areas are completed which contribute to ensure a safe environment for children. Leaders have a few generic written risk assessments in place. However, these are not always robust as they do not include all potential hazards or identify the safe procedures that are being followed, for example when children access the outside space via the kitchen or when children use a safety knife during activities and key routines.

Leaders ensure that children have access to sufficient facilities and appropriately sized furniture to meet their needs. They have developed the play spaces inside and out to make the most of the space available and enhance the experiences for the children.

A few displays decorate the walls, which capture children's experiences in photographic form and celebrate children's individual art creations. Other displays

provide practitioners with visual cues to support their practice, for example techniques to promote speech and language skills. Nappy changing is carried out in the bathroom area on the floor. The privacy and dignity of children is respected as staff close the door when nappy changing takes place. A cosy area provides a safe space for children to retreat from the business of the setting and doubles as a rest/sleep area along with the book corner. There are a range of options available to them, which they access in the main playroom. Children have access to two small outside play spaces, one of which is accessible directly off the playroom.

The setting has a suitable range of toys and resources, which are of good quality. A few resources promote cultural awareness such as dressing up clothes. Many resources are displayed attractively on low shelving units, so they are easily accessible and inviting to children. Others are organised in concealed boxes at a low level for easy access.

Leadership and management: Adequate

Leaders mostly provide good leadership for practitioners and have high aspirations for them. They have a clear vision for the setting based on the well-being of children and practitioners. As a result, children experience a warm, caring, and nurturing environment from well supported and motivated staff. The clear vision and ethos lead to excellent teamwork and collaboration amongst practitioners and create an environment for children to flourish. Leaders have produced a clear statement of purpose that provides an accurate picture of the setting. Practitioners are suitably qualified and have a wealth of experience working with young children. Leaders develop appropriate policies and procedures that ensure consistent practices and the smooth running of the setting.

Leaders have established satisfactory self-evaluation processes that consider the views of stakeholders. They are beginning to reflect on their strengths and areas for improvement. However, leaders do not employ robust procedures to accurately evaluate the whole setting and support improvement processes.

Leaders work closely with other partners such as the early years advisory teacher and respond positively to recommendations for improvement. As a result, they have been well supported to meet the requirements of the Curriculum for Wales. In addition, all practitioners show a commitment to continuing professional development. They attend regular training, and this is beginning to have a positive impact on provision. In particular, the recent training on block play has brought about improvements. As a result, practitioners are able to effectively use this open-ended resource to support children's all-round development.

Leaders implement safe and appropriate processes for recruitment and deployment of practitioners. They ensure that all practitioners have clear up-to-date job descriptions that contain information relating to their roles and responsibilities. They encourage practitioners to reflect on their own practice through supervision and appraisal processes and as part of their own daily practice. Leaders have created a positive team ethos and, as a result, practitioners feel well supported and confident to come to them with ideas or to raise any concerns.

Practitioners have close relationships with parents and carers. They feel welcome in the setting and value the opportunity to exchange information about their child through daily contact. As children start at the setting, leaders consult with parents and carers to identify children's needs. They are kept well informed of their child's progress by formal consultations throughout the year. Transition arrangements for children to start school are well established and include valuable detailed reports. This ensures that children are confident to move onto the next stage in their learning journey.

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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