



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Broughton Playgroup
Broughton Youth Centre
Broughton
Flintshire
CH4 0QQ**

Date of inspection: March 2013

by

Anne Manning

for

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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Context

Broughton Playgroup is a medium-sized setting located in the village of Broughton next to the local school. This English-medium playgroup has been operating since 1993 and is managed by a committee with the general day-to-day running carried out by a team of practitioners.

There were 10 funded 3-year-old children on the first inspection morning and 10 present on the second morning. All children attending the setting are from the local area and come from a range of social backgrounds. Nearly all children are from a white British background and speak English as their first language. At present no children have additional help for their learning.

Broughton Playgroup receives support from Flintshire Early Education and is a member of Wales Pre-school Providers Association.

The setting is open during term time only and is registered with the Care and Social Services Inspectorate Wales to provide care for up to 26 children aged from 2 to 4 years of age who attend a varying number of sessions.

The last CSSIW inspection was in January 2012 and this is the second inspection by Estyn.

Summary

The Setting's current performance	Good
The Setting's prospects for improvement	Good

Current performance

The current performance of the setting is good because:

- children are confident learners;
- children make successful progress towards the Foundation Phase outcomes;
- standards of achievement are good; and
- teaching is good.

Prospects for improvement

Prospects for improvement are good because:

- there is strong effective leadership and management of the setting;
- practitioners work very successfully as a team;
- self-evaluation is effective and identifies areas for development; and
- the setting has made consistently good progress since the last inspection.

Recommendations

R1. Continue to develop the outdoor provision.

R2. Introduce early mark making skill opportunities into more areas of learning.

R3. Provide further opportunities for the children to make their own decisions about their learning.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

All children attain good standards and make consistent progress from their starting points towards the Foundation Phase outcomes in all areas of learning. All children stay on task effectively and all achieve well in activities that strengthen and develop their learning.

All children are successful in concentrating and persevering with activities such as threading and discovering the world through a magnifying glass.

Nearly all children are very confident to talk to adults including visitors to the setting. They share their exciting ideas and discuss their play. All children express their feelings successfully as a result of a 'talking tent' that provides a special communication area for children to chat about how they feel. They all make themselves understood and carry out instructions well. All children show great interest in books and stories and follow the content enthusiastically. All mark make successfully and all understand some of the functions of writing.

Nearly all children are confident to use a range of materials to solve problems and use mathematical language in an appropriate context. These children recognise patterns and can sequence successfully.

All children use technology well as part of their play. They have opportunities to control battery operated toys and they use buttons and switches to activate equipment effectively.

The majority of children use simple Welsh words and phrases successfully. They all understand basic instructions and more words than they can speak. All join in with songs and stories that effectively develop their Welsh vocabulary. The setting promotes one new Welsh word every week and as a result children make good progress.

Wellbeing: Good

All children are happy and feel safe in the setting. They are all developing a good understanding of how they can be healthy through the fruit and vegetables they eat and are effectively developing a positive attitude to learning. They all show a good interest in their work and settle well and quickly to the activities. All children are keen and interested, they know the routine very well and as a result have specific jobs to do when tidying away the equipment. They all complete this task thoroughly and skilfully.

All children display exceptionally good behaviour and have successful relationships with each other and adults around them. Children show concern for their friends and are kind and considerate towards each other. Nearly all children co-operate well and work together particularly during tidy up time or when using play dough. They readily share and take turns with equipment. Children are highly confident and display mature skills, but opportunities for them to make decisions about their own learning are too few.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Planning successfully engages all children and practitioners meet and plan together a good range of interesting and challenging activities for the children. New planning documentation is in the early stages, but all children make good progress towards meeting the Foundation Phase outcomes.

Learning experiences encourage children to develop effective relationships with each other and with adults around them and actively support children to become confident and independent learners.

All children are beginning to acquire a beneficial range of skills including thinking skills that are effectively put to the test when trying to catch raindrops on a spoon. The setting provides good opportunities for children to learn about Information Communication Technology and develops their skills successfully through a range of programmable toys, buttons, switches and mobile phones.

Nearly all children are confident to use simple Welsh words and phrases and practitioners actively encourage the children to use the Welsh language as much as possible during circle time and throughout the session. The children are keen to respond spontaneously in Welsh and they all learn about the traditions of Wales and celebrate festivals such as St David's Day.

Learning experiences actively enable children to develop physical and creative skills through a good variety of learning experiences. Although there are opportunities for a variety of outdoor play including short walks around the school grounds, the overall provision for outdoor experiences is under developed.

Practitioners provide good opportunities to develop literacy skills by looking at books including those written in Welsh and listening to stories. They stimulate and keep the children's interest by linking books to experiences in the session, for example Ticw in the House. Children have opportunities to mark make but these need to be further extended into other areas of learning.

Children are starting to learn successfully about re-cycling and are beginning to understand their role in society through a range of interesting learning experiences.

Teaching: Good

Practitioners plan together a good range of experiences both indoors and outdoors and ensure a balance of adult support and as a result practitioners are able to meet the children's needs effectively. Very good use is made of circle time particularly as the children are given a valuable explanation of what is going to happen during the morning and the activities available. This time is also used successfully to remind the children about simple rules.

Practitioners facilitate play effectively; they encourage and extend by enabling children to take equipment to different areas of play to further their understanding and discovery. All practitioners have high expectations of the children and they use comprehensive questioning well to successfully develop and extend the children's learning. All are consistently good role models and children's behaviour is managed well.

All practitioners understand the requirements of the Foundation Phase and as a result are involved in making useful observations about the children that effectively inform the This is Me assessment records. As a result, parents and carers are involved in their children's learning, they are made effectively aware of their progress and what they can do to help them to improve.

Practitioners divide the children into key groups to ensure that no observation opportunities are missed. Although, where extra skill development is required, this is not always consistently reviewed.

Care, support and guidance: Good

A worthwhile range of policies and procedures supports the running of the group and the learning of the children. Valuable experiences promote successfully the children's health and wellbeing including their spiritual, moral, social and cultural development.

The provision develops effectively a sense of awe and wonder about the world in which the children live, for example by planting and growing seeds and observing chicks. Children learn successfully to distinguish right from wrong and learn about honesty, fairness and respect as a result of appropriate learning experiences and practitioners as good role models. Children take initiative and responsibility very successfully when they are Helpwr Heddiw and support their friends.

The setting has appropriate policies and procedures in respect of safeguarding that reflect the All Wales Child Protection Procedures 2008. The practitioners have undertaken training and as a result the setting's arrangements for safeguarding children meet requirements and give no cause for concern.

There is a good level of guidance for children and their families. The practitioners make beneficial use of the expertise of other professionals, including the Wales Pre-school Providers Association. The playgroup works closely with them and has effective systems in place such as 'Pathways' to identify and meet additional learning

needs, address any concerns and provide valuable support for the children so they can progress and achieve.

Learning environment: Good

There are four practitioners and a supervisor who is also the registered person for the group. They have relevant qualifications and appropriate experience of working with young children.

The playgroup has effectively established a setting that is inclusive and values the diversity of the children's backgrounds. Tolerant attitudes develop successfully through consistently good day-to-day work practices.

There is a good supply of high quality resources that are well-matched to the children's needs and are sufficient to address the requirements of the Foundation Phase. Children are able to easily access resources and develop their play effectively. Accommodation is used consistently well, including an outdoor area, to provide a range of activities and different learning opportunities such as catching rain drops.

As a result of the premises being shared with the youth club, practitioners have to set out and clear away the learning activities and information almost every day, but despite this all practitioners create a consistently good, stimulating environment for learning.

All children have good access to the curriculum and there is an effective range of policies and procedures that actively support the children's learning and achievements and keep them safe. These policies ensure that there are appropriate boundaries, all have a voice and that there is a clear emphasis on recognising and respecting all.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The leaders fully understand their roles and as a result the setting is managed well. The committee take an active part in the running of the playgroup and are effectively informed about the performance of the setting. There is a sense of purpose that promotes and sustains improvement effectively.

Learning and teaching are well managed. There are high expectations and positive relationships with the children and their families. The management committee contributes significantly to the wellbeing, progress and achievements of the children and because of this outcomes are good.

Values, aims and objectives are shared effectively and there are well established links with parents that support consistently well the learning of the children.

Appraisals undertaken ensure that practitioners can successfully improve their knowledge and practice for the benefit of the children.

Leaders set challenging targets and relevant legislation, guidance and national and local priorities are taken into account and used effectively to improve the wellbeing of the children, for example healthy eating.

Improving quality: Good

The setting has made consistently good progress since their previous Estyn inspection. Self-evaluation carried out is useful and results in successful action plans that improve and develop the provision. All practitioners are involved in self-evaluation that effectively identifies strengths and information is used successfully to prioritise areas for development.

Practitioners know the setting and the children well and as a result make effective changes that have positive gains for the children. All practitioners are open to new ways of working and are able to evidence how the provision has improved since the last inspection.

Partnership working: Good

Parents have information about the playgroup that is displayed in the large entrance and they are kept successfully informed of their child's progress by speaking to the practitioners and by a completed assessment booklet, This is Me. The Welsh language is encouraged through the successful use of Ticw the bear's Welsh word every week. Newsletters keep parents successfully up to date with any developments in the playgroup.

The playgroup is a member of the Wales Pre-school Providers Association and as a result there is good support for any children with additional learning needs and their families.

Transition arrangements with the local school next door are good and when the children are ready to leave the setting they make visits to the nursery and the teacher comes to see them and as a result develop effective relationships in preparation for school. The playgroup makes good use of school resources too, for example the field and area surrounding the school.

There is a good working relationship with the local authority teacher who visits the setting, providing support and guidance. The setting acts quickly on any recommendations or suggestions and as a result this has a positive impact on the standards of provision. Practitioners undertake training and meet with colleagues from other groups and share good practice to raise standards successfully in the setting.

Resource management: Good

There are sufficient practitioners to meet the needs of the children and they work together well to ensure appropriate support to create a happy, safe and stimulating environment both indoors and out. All practitioners are well prepared before the start of the session, then well deployed and move effectively round the areas of learning to successfully develop ideas, motivate and encourage the children.

Self-evaluation links effectively to future resource needs and equipment purchases are prioritised well and successfully take into account the developing needs of the children. Resources of good quality are managed well to deliver the Foundation Phase curriculum and used effectively to support the achievement of the children.

The playgroup makes very good use of its budget and any additional funding to improve the provision and outcomes for the children. Funding links well to priorities for improvement in the setting and overall the setting provides good value for money.

Appendix 1

Responses to parent questionnaires

Parents are pleased with the service they receive.

Responses to discussions with children

Children enjoy coming to the playgroup. They like the staff and the activities particularly playing outside especially when it is raining and they can experiment with puddles.

Appendix 2

The reporting inspector

Anne Manning	Reporting Inspector
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Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.uk)

If available, the data report can be found on our website alongside this report.

Glossary of terms

Areas of Learning	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development
CSSIW	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
Early Years Development and Childcare Partnership (EYDCP)	This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnership's conditions of registration.
Foundation Phase	The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.
Foundation Phase child development assessment profile (CDAP)	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
Local authority advisory teacher	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
Mudiad Meithrin	A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.

National Childminding Association (NCMA)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National (NDNA)	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
Wales Pre-school Providers Association (WPPA)	An independent voluntary organisation providing community based pre-school childcare and education.