



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

**Giggles Nursery Playgroup
Rhos Street School
Ruthin
LL15 1DY**

Date of inspection: April 2014

by

**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

Giggles Nursery Playgroup is in Ruthin, Denbighshire. It is based in Rhos Street Primary School and opens on five afternoons each week during school terms. There are three members of staff employed in the setting.

The playgroup is registered to take up to 16 children. It takes in children from two to three years of age. At the time of the inspection, 12 children attended of whom three are aged three and funded by the local authority. Almost all children speak English as their first language. There are currently no children attending who have additional learning needs.

The setting was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in June 2013 and by Estyn in January 2008.

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:

- practitioners provide a broad range of stimulating and exciting learning activities that interest and engage the children;
- provision for pupils' Welsh language development is effective;
- practitioners make very good use of questioning to support and challenge children's understanding;
- practitioners are very good role models for children and treat children with care and respect; and
- the setting makes very effective and imaginative use of the outdoor area to support a range of children's skills across all areas of learning.

Prospects for improvement

The setting's prospects for improvement are good because:

- it has a good, recent track record of improvement;
- the setting works extremely effectively with the support teacher from the local school, which is impacting positively on children's outcomes and provision;
- the leader manages the setting effectively and communicates its aims to provide 'enriching and fun opportunities through play' successfully; and
- training opportunities support staff development well.

Recommendations

- R1 Provide suitable opportunities for children's cultural development
- R2 Further develop self-evaluation procedures that use first-hand evidence of teaching and learning
- R3 Ensure that all initiatives are measurable in terms of their impact on children's outcomes

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

N/A

Standards: N/A

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children at the time of the inspection was too few to report on without identifying individual children.

Wellbeing: N/A

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of relevant children at the time of the inspection was too few to report on without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Good

Practitioners plan well together and provide a broad range of stimulating and exciting learning activities based on themes that interest all children, for example studies of zoo animals and mini beasts. Recent changes to planning have placed a strong emphasis on the development of children's literacy and numeracy skills across all areas of learning successfully. Planning for the use of the outdoor area in support of these skills is particularly imaginative and effective.

Children are encouraged to be independent, to think for themselves and to experiment with new experiences. Activities are adapted following children's suggestions and interests and build well upon prior knowledge. The setting successfully encourages children to form good relationships with each other and staff and children are very caring and respectful of each other's opinions.

Planning provides good opportunities for children to develop their physical and creative skills and to learn about the world around them. Children learn to care about living things by planting seeds, looking after plants in the outdoor area and caring for the worms in the wormery. Practitioners make good use of visitors to the setting such as fire officers, nurses and the local vicar, to enhance children's learning of the wider world.

Provision for Welsh is good. All staff use Welsh well throughout the sessions for routines and to introduce new vocabulary linked to activities. They encourage the children to speak Welsh regularly in response to familiar questions. There is a suitable range of Welsh storybooks and Welsh signs in the class base and outdoors. Opportunities for children to develop their understanding of the culture of Wales is appropriate. They celebrate St. David's Day, eat a variety of Welsh foods, and listen to traditional stories during Welsh week.

There are worthwhile opportunities for children to learn about sustainability and recycling. For example, the setting recycles paper and the children recycle boxes and yoghurt pots to make models. They water plants and vegetables with water collected in the water butt.

Teaching: Good

All staff has a good understanding of the requirements of the Foundation Phase and an up-to-date knowledge of child development. Practitioners are highly motivated and provide a very good range of learning activities and fun opportunities for learning through play. They interact positively with children and this successfully develops children's self-esteem and confidence to try new activities and challenges.

There is a good balance of child-selected and adult-led activities, both indoors and outdoors. Practitioners make good use of open-ended questioning to encourage children to think for themselves and to find solutions to problems, for example "How can we make a car travel faster down the chute?"

Practitioners assess children's progress regularly by observing and recording what children achieve whilst they are engaged in their learning experiences. This information is used effectively to build a clear picture of what each child can do and informs the next steps in practitioners' planning successfully.

Parents have regular opportunities to discuss their child's progress. At the end of each session, staff provide a brief, informal update about what a child has enjoyed doing. The setting provides useful information for parents by displaying a copy of the skills that practitioners plan to teach within the current theme. This helps parents to support their child's learning at home. As children move on to school, parents receive and value a disk containing photographs of their child undertaking activities across all areas of learning.

Care, support and guidance: Good

The setting provides a safe environment. Its provision to support children's health and wellbeing is good. Practitioners are good role models and treat one another and children with respect. Day-to-day activities foster values such as fairness and honesty successfully.

Daily arrangements ensure that children settle quickly and confidently into routines. The setting identifies children's learning and emotional needs well and works hard to meet these needs. It has clear procedures to support children with additional learning needs and has an effective network of contacts with external agencies in order to provide extra support and advice, as and when required.

Children's spiritual development is supported well through, for example nature study and learning to care for living things. Children say a prayer in Welsh before lunch and at the end of the day, in order to give thanks for their friends and families.

The setting promotes healthy eating and drinking effectively and provides a range of healthy snacks. Children have access to drinking water throughout the day. There

are suitable opportunities for children to take exercise and good use is made of the outdoor areas and local field. This enables children to undertake a range of physical activities such as nature walks and bike riding.

The provision for cultural development is less well developed. Children listen to stories from other cultures and have a range of multicultural costumes and puppets in the role-play area. However, they have a limited awareness other customs and beliefs.

The settings arrangements for safeguarding meet requirements and give no cause for concern.

Learning environment: Good

The nurturing and supportive relationships between staff and children successfully create an inclusive ethos. As a result, all children feel valued, are confident and happy and enjoy talking to visitors. All children have equal opportunities to take part in indoor and outdoor activities.

The outdoor area is readily accessible and used effectively to support a range of skills across all areas of learning. For example, children use the sand pit and outdoor water tray to fill a variety of containers and to experiment with floating and sinking. This supports their understanding of capacity and develops their hand eye co-ordination well. The use of the raised beds encourages children to grow flowers that attract insects and birds. This enables them to appreciate nature at first-hand.

The class base is divided into areas of learning successfully, including mark making, construction, creative and role-play. The children move between these areas well throughout the sessions. The environment is bright, and good quality displays of children's work further enhance the learning environment. There is a suitable range of high-quality resources that meet the children's needs effectively.

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

The leader manages the setting effectively. She communicates well the setting's aims that focus strongly on providing "enriching and fun opportunities through play".

All practitioners have clear and up-to-date job descriptions and well-understood roles and responsibilities. They work together as a team successfully to support each other to meet the setting's aims. They manage their time well to provide good support for all children.

The setting makes very good use of an effective system of appraisal to support and challenge practitioners. Targets for staff link to the setting's development plan and to appropriate training successfully. The setting makes sound use of meetings to discuss children's achievements and progress and to develop planning.

The setting has made good progress in taking forward national initiatives, especially in its very effective use of outdoor learning. The leader keeps the management committee very well informed about the setting's work and the standards it achieves.

Improving quality: Adequate

The setting provides a clear sense of wanting to improve. It has an appropriate understanding of its strengths and areas for development based on a range of informal self-evaluation processes and procedures. It makes very good use of reviews from external agencies, especially the high-quality support it gets from the deputy headteacher of the adjacent school. It uses this knowledge to prioritise initiatives for improvement in a generally well-constructed improvement plan effectively.

The plan outlines clearly the next steps for the setting. It notes the costs, timescales and training needs successfully. However, success criteria are not always measurable or linked well enough to pupil outcomes. The leader reviews the plan occasionally but there is no formal monitoring of the plan to inform future planning successfully.

Recent initiatives have led to valuable improvements in planning for children's literacy and numeracy skills, improved opportunities for children's Welsh language development and the development of an effective appraisal system for practitioners.

Partnership working: Good

The setting has strong partnerships with parents, support agencies and the local primary school that improve both provision and outcomes for children.

Practitioners take active steps to keep parents well informed about their child's progress and the life of the setting. There are good procedures to introduce new children to the setting and, as a result, they are happy and settle quickly. Parents support the setting with fund raising activities well.

The setting's link with the local primary school is very good. Although still in the early days of the partnership established through the local authority, the link has already had a positive impact in a number of areas. These include improving planning, developing practitioners' use of effective questioning to support children's learning and enhancing Welsh language provision.

Links between the setting and outside agencies are effective. For example, it makes good use of the local health visitor and the family link worker to help children and families in need of support.

The setting has worked hard to raise additional funds through a range of partnerships. It has used these funds very effectively to provide the well-resourced and stimulating outdoor area that all children use beneficially.

Resource management: Good

The setting has appropriately trained staff and deploys them effectively. Practitioners are supported well by an effective range of training such as that for Welsh language and literacy. These are starting to have a positive impact on provision and children's outcomes. Practitioners' observations of teaching, supported by the deputy headteacher of the adjacent school, have helped them to reflect and to develop their own practice appropriately. They have made a visit to a school to look at good practice, but this initiative has not had enough time to make an impact.

Managers have good systems for keeping spending under review. They match spending well to the setting's priorities and objectives.

In view of the setting's effective provision and strong leadership, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

The number of responses received were fewer than 10. No data will be shown.

Appendix 2

The inspection team

Mr Richard Hawkley	Reporting Inspector
Ms Susan Davies	Team member

Copies of the report

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

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.

Professional Association for Childcare and Early Years (PACEY)	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
National Day Nurseries Association (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.