



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

A report on

**Jigsaw Pre school Playgroup Ltd
Bryn Deva School
Linden Avenue
Connah's Quay
Deeside
CH5 4SN**

Date of inspection: June 2016

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

Jigsaw Playgroup is located at Bryn Deva school in Connah's Quay in Flintshire local authority. The setting meets for five days per week during term time. It meets for two sessions each day from 9:00 to 11:30 and 12:45 to 15:00. The setting is registered to take up to 26 children per session and admits children from two to four years of age. At the time of the inspection there were 29 children in receipt of funded education. There are nine members of staff employed in the setting, of which three are full-time and six are part-time.

Most children speak English as their first language and a few have English as an additional language. The setting has identified a very few children with additional learning needs.

The setting was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in November 2015 and by Estyn in March 2013.

Summary

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

Current performance

The setting's current performance is good because:

- Most children make good progress during their time at the setting
- Most children's communication and numeracy skills are developing well
- Nearly all children co-operate well with one another and share toys and equipment willingly
- Most children maintain concentration and interest in the activities on offer; they persevere with activities for a reasonable amount of time and show pleasure in finishing tasks
- A range of interesting learning experiences indoors and outdoors engage most children successfully
- Practitioners make effective use of questioning to challenge children at a suitable level and to extend their thinking and problem solving skills well
- Arrangements for care, support and guidance are effective
- The setting is an inclusive community where all children have equal access to all areas of its provision
- The internal and external accommodation are of good quality

Prospects for improvement

The setting's prospects for improvement are good because:

- The manager and leader have a clear vision for the setting
- There is a strong commitment to team working
- The setting has made good progress in addressing the recommendations from the previous inspection and has developed a culture of looking for ways to improve
- The setting has effective processes and procedures to evaluate its provision and the standards that children achieve
- Partnerships with parents and the local school are strong
- The setting provides good value for money

Recommendations

- R1 Improve children's Welsh language skills
- R2 Improve planning to take greater account of how to develop children's skills in using information and communication technology (ICT)
- R3 Provide greater opportunities for children to develop independence during snack time

What happens next?

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

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

Many children enter the setting with skills and knowledge below the levels expected for their age. During their time at the setting most children make good progress, particularly in the development of their numeracy skills.

Most children listen attentively. They pay good attention when others are talking and allow other children to speak without interrupting them. During story time, they pay close attention and join in appropriately with aspects of the story. Many children speak clearly and are keen to share information about what they are doing with adults. For example, they talk about what they are making in the mud kitchen. Many children are confident when making marks with a range of equipment on different surfaces in the indoor and outdoor areas. For example, they use paintbrushes and water to write outside.

Most children's numeracy skills are developing well. Many count sets of objects to five and a few children count objects such as toy trains to twelve. A few children recognise numerals accurately and order them to ten in the outdoor area. Many make good use of mathematical vocabulary to identify big and small objects and talk confidently about circles and straight lines.

Overall, children's physical skills are developing well. Most children handle and use small tools, pencils and paint brushes with increasing control. Many demonstrate good control and balance, such as when kicking large balls outside or using the climbing apparatus. They challenge themselves well to move across the apparatus and have the confidence to try new approaches.

A majority of children maintain concentration and persist when solving problems. For example, they work out how to build a circular train track using wooden pieces or use one small bottle repeatedly to fill another so that they can pour more water down a tube of guttering.

Most children respond to simple commands spoken in Welsh for daily routines. They say thank you and good morning in Welsh and sing a range of Welsh songs and rhymes. However, children do not generally use Welsh spontaneously when answering questions or in their play.

Wellbeing: Good

Nearly all children settle well as soon as they arrive at the setting. They co-operate well with one another and share toys and equipment willingly. Most take good notice of instructions given by an adult and respond to requests quickly. For example, they join the circle ready for a story and wait patiently for others. A majority help to tidy up when asked. Most children look after the setting's resources well and treat adults respectfully. Many show empathy and kindness for others when they are upset.

Most children maintain concentration and interest in the activities on offer. They are confident when trying new activities and experiences, such as searching for insects in the forest area and looking at them under a magnifying glass. Most persevere with activities for a reasonable amount of time and show pleasure in finishing tasks.

Many children select the equipment they would like to use during free play with increasing independence. They are beginning to do more things for themselves, such as putting their coats on and cleaning their teeth after eating, but they do not select their own food at snack time or help to clear away.

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

Practitioners provide a range of interesting learning experiences indoors and outdoors that engage most children successfully. There is an appropriate emphasis on learning through play and first hand experiences. For example, children experiment with what happens when they pour water down different shape and size tubes in the outdoor area. The setting makes good use of visitors to enhance children's learning experiences. A local builder and dentist have visited the setting to explain about their work. The setting joins with the local school to share events and experiences, but there are very few opportunities for children to make visits within the wider community. Children have beneficial opportunities to develop their physical skills through using the climbing equipment in the outdoor area and the range of wheeled toys.

There is good provision to develop literacy and numeracy skills. Children have regular opportunities to count and to recognise numbers and shapes. For example, they count how many trains they can link together on the track and how many legs there are on the creatures they find in the forest area. Practitioners have increased opportunities for children to take part in early writing activities and they plan these well across a range of continuous provision. They provide plenty of opportunities for children to talk about what they do and to develop their communication skills effectively. They share books and stories with children regularly and use these incidentally as they are working with the children. This successfully develops an interest in books and a love of stories.

Opportunities to develop children skills in using ICT are less well developed. Although there is a range of suitable equipment available, practitioners do not always make the best use of this equipment by considering how it can be used to support focused activities or link to developing communication and numeracy skills.

Practitioners plan effectively for how to use Welsh for routines in the setting. There are suitable opportunities for children to participate in singing a range of Welsh songs and rhymes and to listen to short stories in Welsh. Children have worthwhile opportunities to learn about their Welsh heritage. For example, they dress up to celebrate St David's Day.

Teaching: Good

Practitioners have a sound understanding of Foundation Phase practice. They use an effective range of strategies to encourage and to motivate children to learn. They combine focused tasks with children's free play seamlessly and sessions move at a lively pace. As a result, children sustain interest in tasks and are not withdrawn from tasks that they are engrossed in to undertake activities that may be of less interest to them. Practitioners have very good working relationships with the children. They know the children well and generally manage their behaviour effectively.

Activities build suitably on children's interests and experiences. Practitioners make effective use of questioning to challenge children at a suitable level and to extend their thinking and problem solving skills well. They use circle time appropriately to develop children's good listening skills while small group work encourages children's personal and social skills well. However, they do not always encourage children to be independent enough during snack time.

The setting has a useful range of assessment procedures. For example, practitioners use sticky notes to record when children say something of importance or demonstrate a new skill or concept. They share this information with other staff on a daily basis to ensure that they keep all staff fully informed about children's progress and interests. This communication is a strong feature of the setting and means that all staff are well equipped to respond to children's individual needs. In addition, key worker files provide detailed and useful information about children's progress and the next steps that they need to take in their learning. Practitioners take good account of this during weekly planning meetings.

The setting keeps parents well informed about their child's progress through informal daily contact and open evenings.

Care, support and guidance: Good

The setting has effective arrangements to support children's healthy eating and drinking. During snack time, practitioners encourage children to try new fruits and provide water or milk to drink. The setting provides valuable opportunities for children to take regular physical exercise in the outdoor area. This develops children's co-ordination well and encourages them to be physically active.

Practitioners plan worthwhile activities to develop children's respect for others and a sense of right and wrong. They encourage children to share equipment and to take care of resources. However, they do not always make the best use of opportunities to develop children's independent skills. Snack time is an example of this, when children do not make choices about what they would like to eat or participate enough in serving food and clearing away.

A beneficial range of learning experiences foster children's spiritual, moral, social and cultural development well. Children have appropriate opportunities to find out about other cultures, such as when learning about Chinese New Year. Opportunities for children to learn about sustainable issues, such as recycling and saving energy are limited.

The setting has developed a range of effective strategies to promote good behaviour and children respond to these well. Lola the leopard encourages children to keep to the setting's rules and to show respect for each other. As a reward for good behaviour, Lola can be taken home at the weekend.

There are appropriate processes to support children with additional learning needs. The setting has effective links with a range of support agencies and involves parents suitably in developing children's individual play plans.

The setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Learning environment: Good

The setting is welcoming and staff are approachable. It is an inclusive community where all children have equal access to all areas of the setting's provision. Practitioners lead by example in encouraging children to show tolerance towards one another and respect for the setting's equipment.

The setting is situated within the local school and benefits from access to the school's forest area in addition to its own outdoor area. The setting's internal accommodation and outdoor area are secure and well maintained. There are plenty of good quality resources, which meet the needs of the children.

Practitioners make good use of the available space indoors. Designated learning areas make it easy for children to access resources independently. Displays of children's work celebrate their achievements well.

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

The setting manager and leader have a clear vision for the setting as a happy environment where staff work as a team to ensure that the setting is the best that it can be. All practitioners are aware of the vision and work well together to promote it. There is a strong commitment to team working within the setting.

Staff meetings reinforce good practice and remind practitioners of the expectations of leaders, such as promoting positive behaviour strategies. Minutes of meetings set out the actions required to improve standards and provision. The setting has appropriate processes to manage the performance of staff and staff are clear about their roles. Responsibilities for specific areas are less well defined, although a few staff take a lead role in areas where they have greater expertise, such as Welsh language development.

The setting leader provides effective day-to-day leadership. For example, she ensures that there is a clear focus on national and local priorities. As a result, standards of numeracy and children's communication skills have improved.

The setting has made good progress in addressing the recommendations from the previous inspection and has developed a culture of looking for ways to improve. It works well with staff in the Flying Start provision adjacent to the setting and many staff work across both settings and, as a result, staff have a good understanding of children's stage of development and their specific needs on arrival. The setting manager also manages the Flying Start provision and facilitates this method of working to ensure continuity of provision for the children.

Improving quality: Good

The setting has effective processes and procedures to evaluate its provision and the standards that children achieve. Staff review the quality of the provision regularly and make adjustments where they feel that they are necessary. For example, they introduced a mud kitchen in the outdoor area after identifying how they could use this to develop numeracy and communication skills. Practitioners consult informally with parents and children about ideas for improvements.

The self-evaluation report is detailed and accurate. It provides a clear picture of the setting's strengths and areas for improvement and pays good attention to what children do well. However, it does not always identify what children do less well or the proportion of children that need support with activities. The setting's current action plan is based securely on areas that it wants to improve and links appropriately to its self-evaluation report. The plan is costed, and has relevant timescales and success criteria. It is a succinct plan that is easily understood and all staff are aware of the priorities that they are working towards. As a result, the setting has a record of making improvements with a focus on improving the outcomes that the children achieve.

Partnership working: Good

The setting has a good range of effective partnerships. Partnerships with parents are strong. Practitioners keep parents well informed about what their child is learning through regular newsletters and daily informal contact. The setting has a useful noticeboard that provides parents with guidance and advice about topics such as healthy eating and sun protection.

The setting has very well established links with the local school. As part of a pilot scheme, a teacher from the school provides support to the setting about how to deliver the Foundation Phase. This partnership works well as the teacher is on site to provide advice when required. In addition, the setting and the school work together effectively on shared priorities, such as to develop children's numeracy skills. The school invites the setting to take part in events and competitions and children from the setting attend concerts and celebrations at the school. This promotes a smooth transition for children from the playgroup to the next stage in their education. The setting and the school share a range of resources and this is mutually beneficial and helps to reduce costs and maximise the use made of available resources.

Links between the setting and the adjacent Flying Start provision are very strong and staff work well together to share resources and expertise. This ensures that children are confident and familiar with staff when transferring from Flying Start to the setting.

Resource management: Good

The setting makes good use of staffing and resources to support children's learning well. Leaders ensure that the setting has enough suitably qualified and well-trained practitioners.

The setting provides training for staff based on needs identified through the appraisal system. Practitioners demonstrate a strong commitment to self-improvement through attending training and learning from others. They make good use of training to improve provision, for example to develop observational skills when making assessments of children

Managers have an appropriate understanding of the budget and have suitable systems for keeping spending under review. They make good use of funding to ensure continuity of staff during terms when the setting is less busy.

As a result of children's good standards and the quality of provision, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

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

Appendix 2

The reporting inspector

Jane Rees	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.wales)

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	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<p>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 partnerships conditions of registration.</p>
Foundation Phase	<p>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.</p>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
Mudiad Meithrin	<p>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.</p>

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.