



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

A report on

**Pencoed Pavilion Playgroup
The Pavilion
Felindre Road
Pencoed
Pencoed
CF35 5PB**

Date of inspection: January 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

Pencoed Pavilion Playgroup opened in 1975 and serves the town of Pencoed in the Bridgend local authority. It meets in the local cricket pavilion from 9.00am to 12.00pm every day of the week during term time. The setting is registered to take up to 24 children between the ages of two and four years old, and 12 children currently receive education funded by the local authority there. All funded children have English as their home language and there were no children with additional learning needs attending the setting during the inspection.

The playgroup is run by five full-time and one part-time member of staff. All staff are suitably qualified and are experienced in working with young children. The supervisor took up her post in 1987. The setting was last inspected by the Care and Social Service Inspectorate for Wales (CSSIW) in December 2015 and by Estyn in September 2009.

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 in the setting
- Nearly all children settle quickly and are happy in the setting
- Practitioners provide a wide range of interesting and stimulating learning experiences
- The setting develops children's literacy and numeracy skills well
- Practitioners are energetic and enthusiastic, and support children's learning effectively
- There are good procedures in place to assess children's learning and move them forward
- There is a warm, welcoming and inclusive ethos in the setting
- Children benefit from a variety of interesting resources

Prospects for improvement

The setting's prospects for improvement are good because:

- The setting's leaders manage the setting well
- Practitioners work together effectively as a team
- Leaders make good use of self-evaluation procedures to identify appropriate areas for improvement
- Leaders are open to new ideas and respond positively to advice
- The setting has established a number of effective partnerships that benefit the children well
- Practitioners make good use of training to improve standards in the setting
- Leaders manage resources well

Recommendations

- R1 Plan regular opportunities for children to develop their skills outdoors
- R2 Ensure that children have daily access to the full range of continuous provision in order to develop and embed their skills effectively
- R3 Provide consistent opportunities for children to develop their Welsh language skills throughout the session
- R4 Provide regular opportunities for children to take on responsibilities and improve their self-help skills

What happens next?

The setting will draw up an action plan, which 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?	Good
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Standards: Good

Most children make at least the expected progress from their varying starting points, during their time at the setting. They recall previous learning well, and make good progress during focused activities, such as when they find pictures of different jungle animals and identify them correctly in books.

Most children are developing good communication skills. They listen and follow instructions appropriately, join in enthusiastically with songs and rhymes and enjoy familiar stories. Nearly all children make themselves understood effectively and many speak confidently about what they are doing, such as describing what they are making out of playdough. Nearly all children show an interest in books and handle them carefully. Most children enjoy mark-making, using chalks and pencils confidently. A few are beginning to form letters, write their names and draw recognisable shapes.

Most children's numeracy skills are developing well. They join in reciting numbers up to at least 10 in English and Welsh when they count how many children are in the group. Many children count objects reliably to at least five and match colours correctly. They identify different sizes appropriately, such as when describing the difference between an orange and a tangerine. Many children identify and name common two-dimensional shapes correctly, with a few children identifying shapes that are more complex accurately.

Most children are developing satisfactory physical skills. Many children control small tools, such as scissors, effectively and pedal bikes skilfully and carefully in a confined space. A majority of children jump up and down energetically while singing an action song. However, in general, they do not develop the full range of physical skills effectively at the setting.

Most children's thinking skills are developing successfully. They enjoy guessing which fruit might be in the bag and many respond well to questions about what they have been doing during the session.

During group activities, most children make good progress with their Welsh language skills. They name colours correctly, join in with simple songs and respond promptly with 'yma' and 'dyma fi' while taking the register. However, they make little use of their Welsh language skills independently during their play.

Wellbeing: Good

All children come into the setting happily. They settle quickly and make confident choices about what they want to do. Nearly all children behave well and show a good understanding of the setting's routines. They concentrate for suitable lengths of time and show perseverance to complete tasks, such as threading coloured pasta

onto string. Nearly all children have positive attitudes to their learning and are eager to participate in the setting's activities. They have good relationships with the adults in the group and most children ask for help when needed

Most children are developing worthwhile social skills. A few older children show initiative, such as when they help to hand out bags at home time. Nearly all children wait their turn for drinks patiently at snack time and most enjoy working co-operatively, such as when they make a jungle scene. In general, most children are developing appropriate self-help skills. However, they do not take an active role at snack time or practise important skills, such as putting on their own coats, regularly. Nearly all children contribute their ideas enthusiastically, such as when they suggest different animals for a Welsh song. However, children do not take on sufficient responsibilities in the setting to develop their confidence and self-esteem fully. Most children treat resources carefully, and understand that they should help to tidy them away.

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

Practitioners work together successfully to provide a wide range of interesting and stimulating learning experiences that the children enjoy. They plan carefully to make sure that children make good progress over time in most areas of development. Appropriate themes and topics encourage children to form positive relationships and develop respect and tolerance for others. The recent 'All around the World' theme provided rich opportunities for children to gain a better understanding of the world in which they live and to take risks, such as crossing a narrow and low bridge over an 'ice river' across the floor.

The setting plans effectively to support children's developing literacy and numeracy skills. Its provision for developing children's thinking skills is strong and practitioners provide many worthwhile opportunities for children to develop good manual skills, such as using scissors and magnetic boards. Practitioners plan interesting focus activities in most areas of learning over time, including sand, water, paint and 'messy' play. However, these areas are not set out consistently enough to allow children sufficient opportunities to practise and embed their skills, and follow their own interests independently. The setting makes suitable use of the grounds around the building, such as when they plan interesting nature walks. However, practitioners do not plan regularly for skills development in the outdoors. . This limits children's experiences and opportunities to develop and learn new skills. The setting provides good opportunities for younger children to develop their physical skills indoors, setting aside space for them to use small bikes and slides.

Practitioners promote children's Welsh language skills successfully during group sessions, making good use of songs, rhymes and repeated phrases. Promoting the use of Welsh throughout the session is less well developed. The setting makes good use of St David's Day celebrations and other activities to help children learn about Welsh culture and traditions.

Teaching: Good

All practitioners have a good understanding of the importance of providing opportunities for children to learn through play and active involvement. Their enthusiastic and energetic approach inspires the children and engages their interest well. They have high expectations of all children in most areas of development, working purposefully alongside the children to extend their learning. For example, they show patience and perseverance while helping children to learn new skills, such as programming an electronic toy. All practitioners are good language role models. They listen and talk to the children throughout the session, extending vocabulary and developing communication skills effectively. They use questions well to develop children's thinking skills successfully. All practitioners manage children's behaviour skilfully and sensitively.

The setting has well-established procedures in place to assess children's progress and help them move on. Practitioners observe children carefully during adult-led tasks and record individual achievements appropriately. They use this information well to identify what children need to do next.

The setting keeps parents well informed about their child's progress, informally and more formally on request. Practitioners discuss and share individual targets with parents who help to make sure that these are appropriate for their child. Parents appreciate the detailed report they receive at the end of each year showing what their child has learned.

Care, support and guidance: Good

The setting has well-established procedures to encourage children to be healthy. Practitioners provide healthy snacks and use lively songs so that children can be physically active. They are developing appropriate opportunities for children to act sustainably, for example by sharing food waste with the birds. The setting promotes good behaviour well, and their caring approach ensures that children settle happily and engage well in the activities.

There is worthwhile provision to support children's spiritual, moral, social and cultural development. The setting provides many valuable opportunities for children to develop a sense of curiosity about their own and other people's lives and cultures through their topic work. They are beginning to learn the importance of helping others through their support for a child living in Africa. Practitioners promote values such as honesty, fairness and respect consistently throughout the session. Children have good opportunities to learn to share and take turns. However, practitioners are less successful at providing opportunities for children to take on responsibilities and developing their self-help and independence skills, such as at snack time.

The setting's arrangements for safeguarding children meet requirements and give no cause for concern. There are effective systems in place to support children with additional learning needs and the setting accesses additional support from specialist agencies suitably, as required.

Learning environment: Good

The setting has a warm, welcoming and inclusive ethos. Practitioners treat all children fairly and with respect, promoting tolerant attitudes effectively. They value the diversity of children's backgrounds and develop children's understanding and respect of other cultures well through celebrating festivals such as Diwali and Chinese New Year. There are appropriate policies in place to support equality and diversity in the setting, and leaders review these regularly.

The setting is staffed by suitably qualified and experienced practitioners. They provide a variety of interesting and appropriate resources for the children to use, including good quality information and communication technology (ICT) equipment and resources to develop children's numeracy skills. Although practitioners have to pack all resources away at the end of each session, a good number of resources are available regularly and set out so that children can access them independently. However, the setting does not provide activities linked to all areas of learning consistently. As a result, children do not always have the opportunity to develop their own interests or practise their skills fully.

The setting's indoor environment is secure and generally well maintained. Practitioners make the most of the space available and celebrate children's work appropriately in attractive displays. The setting makes suitable use of the local environment, such as when they visit the local supermarket to buy fruit.

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

The setting's leader manages the playgroup well. Together with the other registered person, she has created a happy and productive working environment. Both leaders are dedicated to their work and have a strong sense of purpose. They lead by example, communicating high expectations to all practitioners, supporting and challenging everyone to do their best. As a result, children make good progress and enjoy their time in the setting; while practitioners feel valued and work together well as a close-knit team.

The setting's leader ensures that there is a consistent approach to teaching and learning and defines roles and responsibilities clearly. Through regular appraisals, the leader helps individuals to recognise their strengths, to improve their practice, and to identify any training needs. This contributes effectively to maintaining high standards in the setting.

There is an effective system in place to review and update policies regularly and leaders share these appropriately with parents and new staff. Leaders establish strong links with parents and with other partners, supporting children to settle in quickly and dealing appropriately with individual needs. In general, the setting takes good account of national priorities. They ensure that children make good progress with their literacy and numeracy skills, and develop positive attitudes towards healthy eating and drinking. However, leaders do not ensure that children have regular opportunities to develop their skills in the outdoors.

Improving quality: Good

Self-evaluation and planning for improvement are developing well in the setting. The setting leader is committed to continuous improvement. She is proactive in collecting and analysing data from children's assessments and presents her findings very clearly, helping practitioners understand the setting's strengths and areas for development. She consults all practitioners and considers parents' views in developing a helpful self-evaluation report. This report supports the setting in identifying worthwhile priorities for improvement that benefit children and practitioners. For example, it has resulted in the current worthwhile focus on improving children's opportunities to develop their knowledge and understanding of the world. These priorities are included in an appropriate improvement plan, which the setting evaluates appropriately against identified success criteria at the end of each year.

All practitioners are open to new ideas and respond positively to advice from the local authority, which they value highly. Practitioners are encouraged to reflect on their practice regularly and they respond promptly and positively to suggestions for improvement.

Partnership working: Good

The setting has established a number of effective partnerships that benefit the children well. Partnerships with parents are strong. The setting keeps parents well informed through daily informal contact, regular newsletters and a carefully used social media site. These keep parents up to date with what their children are doing and how they are progressing. Parents value the good level of communication and the positive relationships they have with the practitioners. These give parents opportunities to support their children, share in their learning and bring resources into the setting to contribute to the themes and topics.

There is a constructive partnership with the local authority advisory teacher. The setting values and acts promptly on the advice they receive, such as focussing successfully on developing children's literacy and numeracy skills and making the book area more attractive to the children. Practitioners benefit from a useful partnership with the local cluster of settings, sharing ideas and concerns constructively.

There are good transition arrangements in place with two local primary schools. Opportunities to visit the schools and meet the teachers there and in the setting help children look forward to moving on to the next stage in their education.

Resource management: Good

Leaders manage the setting's staff and resources effectively. All practitioners at the setting are well qualified and experienced in working with young children. Many have worked at the setting for a number of years, building strong relationships over time. All practitioners bring different strengths to the setting, such as artistic or ICT skills, and leaders make good use of their individual expertise. This benefits both the children and the practitioners.

Practitioners attend training regularly. They share new knowledge effectively with other members of staff and make good use of ideas to raise standards in the setting. For example, following recent training, practitioners introduced new action songs into the morning routine, creating fresh opportunities for children to develop their physical skills. They use resources from recent numeracy training to help children count and learn to recognise numbers more effectively. The setting benefits from visits to other settings, and shares their good practice with others. For example, the setting leader shared assessment procedures helpfully with other members of their local cluster group at a recent meeting.

The setting's leader manages the budget effectively; prioritising spending according to need and using funds carefully to ensure that the group remains sustainable. In view of the positive outcomes achieved by the children, the setting provides good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the setting.	22	18 82%	4 18%	0 0%	0 0%	0	Rwy'n fodlon â'r lleoliad yn gyffredinol.
		80%	20%	0%	0%		
My child likes this setting.	21	17 81%	4 19%	0 0%	0 0%	1	Mae fy mhlentyn yn hoffi'r lleoliad hwn.
		85%	15%	0%	0%		
My child was helped to settle in well when he or she started at the setting.	22	19 86%	3 14%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn y lleoliad.
		86%	13%	0%	0%		
My child is making good progress at the setting.	22	17 77%	5 23%	0 0%	0 0%	0	Mae fy mhlentyn yn gwneud cynnydd da yn y lleoliad.
		81%	19%	1%	0%		
Children behave well in the setting.	20	16 80%	4 20%	0 0%	0 0%	2	Mae plant yn ymddwyn yn dda yn y lleoliad.
		72%	27%	0%	0%		
Teaching is good.	20	18 90%	2 10%	0 0%	0 0%	2	Mae'r addysgu yn dda.
		81%	19%	0%	0%		
Staff treat all children fairly and with respect.	20	18 90%	2 10%	0 0%	0 0%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		84%	16%	0%	0%		
My child is encouraged to be healthy and to take regular exercise.	19	14 74%	5 26%	0 0%	0 0%	3	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		76%	23%	0%	0%		
My child is safe at the setting.	22	17 77%	5 23%	0 0%	0 0%	0	Mae fy mhlentyn yn ddiogel yn y lleoliad.
		85%	15%	0%	0%		
My child receives appropriate additional support in relation to any particular individual needs.	19	13 68%	6 32%	0 0%	0 0%	3	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		72%	27%	1%	0%		
I am kept well informed about my child's progress.	22	14 64%	6 27%	1 5%	1 5%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		63%	30%	6%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the setting with questions, suggestions or a problem.	22	18 82%	3 14%	1 5%	0 0%	0	Rwy'n teimlo'n gysurus ynglŷn â gofyn cwestiwn i'r lleoliad, gwneud awgrymiadau neu nodi problem.
		80%	18%	1%	0%		
I understand the setting's procedure for dealing with complaints.	19	12 63%	6 32%	1 5%	0 0%	3	Rwy'n deall trefn y lleoliad ar gyfer delio â chwynion.
		66%	31%	3%	1%		
My child is well prepared for moving on to school.	21	15 71%	5 24%	1 5%	0 0%	1	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol.
		74%	25%	1%	0%		
There is a good range of activities including trips or visits.	21	14 67%	6 29%	1 5%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		64%	32%	4%	1%		
The setting is well run.	22	19 86%	3 14%	0 0%	0 0%	0	Mae'r lleoliad yn cael ei redeg yn dda.
		82%	17%	1%	0%		

Appendix 2

The inspection team

Sheila Margaret Birkhead	Reporting Inspector
Sharon Randall-Smith	Team Inspector

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	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 partnerships 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.