



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

A report on

**Rhos on Sea Methodist Playgroup
Rhos Methodist Church
St. George's Road
Rhos on Sea
LL28 4HF**

Date of inspection: January 2020

by

Care Inspectorate Wales (CIW)

and

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

About Rhos on Sea Methodist Playgroup

Name of setting	Rhos on Sea Methodist Playgroup
Category of care provided	Sessional
Registered person(s)	N/A
Responsible individual (if applicable)	Georgina Roberts
Person in charge	Nia Davies and Lauren Bradburn
Number of places	30
Age range of children	2 to 4 years
Number of children funded for up to two terms	6
Number of children funded for up to five terms	0
Opening days / times	9.15am – 12.15pm, Monday to Friday,
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Date of previous CIW inspection	N/A
Date of previous Estyn inspection	01/03/2012

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Dates of this inspection visit(s)	28/01/2020
Additional information	
Nearly all children speak English as their first language.	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Ensure that provision builds on children's individual needs, skills and interests successfully
- R2 Provide a rich environment for exploration and play outdoors that supports children to develop their skills across the curriculum effectively
- R3 Ensure that the appraisal process generates effective targets for improvement for all practitioners

What happens next

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

Main findings

Wellbeing: Good

Nearly all children show high levels of wellbeing in the setting and make good progress in developing their personal and social skills. Many communicate well and express themselves and their needs confidently in the knowledge that practitioners will respond and listen to them respectfully. For example, children chat happily about their birthday or going to school.

Children enter the setting happily and cope well with separating from their parents. They settle quickly into routines they are familiar with, which helps them to feel safe and secure. Nearly all children form positive bonds with practitioners and feel valued because their efforts and achievements are celebrated. For example, practitioners praise younger children for making a necklace from pasta shapes and string, which they wear with pride.

Most children behave well. They develop a clear sense of right and wrong and are polite and respectful to practitioners and each other. Nearly all children interact positively and enjoy joining in with group tasks such as singing songs and listening to stories. They co-operate well in their play, take turns and share resources appropriately. Many children are learning to respect the feelings of others and are beginning to show concern for their peers. For example, older children show concern and provide comfort when a friend has hurt themselves. Nearly all children understand that they should put resources away when they have finished with them and help to tidy up effectively.

Nearly all children explore the environment enthusiastically. They enjoy attending the setting and taking part in activities available to them. For example, children find magnifying glasses and travel around the room looking for 'footprints' and 'mysteries'. Most children concentrate and engage with tasks well in line with their age and stage of development.

Most children are confident and develop their independence skills effectively. They wash their hands with minimal support and pour their own drinks at snack time successfully. Nearly all children learn new skills as they experience a variety of activities and play opportunities. For example, they develop their physical skills well, as they play with a range of bats and balls in the outdoor area.

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

Most children make good progress from their individual starting points, particularly in the development of their communication and personal and social skills. For example, they show kindness as they tell a practitioner, who has lost her glasses, that they will make some new blue ones for her. A majority of children are beginning to co-operate with each other successfully as they build a large tower together or share toys in the water tray.

During group time, most children pay close attention to a story and join in familiar phrases enthusiastically. Many recognise their name mat during snack time with a little help. Most children develop their mark-making skills well and enjoy using pencils, crayons and chalks on a large scale. Around half are beginning to write for a purpose, such as when they attempt to write their name on a chalk board.

Most children's numeracy skills are developing well. They say numbers in order to at least eight as they count the number of children present or the jumps they make along a track. Most children use mathematical language regularly in their play. For example, they describe yellow clothes as 'the same' and the jug as 'full'. A few children show an awareness of measurements, such as when they tell a practitioner they are size six, as they put their wellies on.

Most children develop their physical skills successfully as they run, crawl and scoot in a large physical play area. A minority make up simple games independently as they throw a ball through a friend's hoop or balance conkers on a bat. Many improve their co-ordination as they use a range of tools such as scoops, scissors and toothbrushes successfully.

Most children develop their creative, information and communication technology (ICT) and thinking skills effectively. For example, they think carefully about what colour love is and suggest that it might be a rainbow. Many children use a tablet computer confidently to take photos of Chinese symbols they have created, and a few use a battery-operated microphone to sing along to music well.

Nearly all children develop strong Welsh language skills. They follow simple instructions and enjoy joining in with Welsh songs. Many name colours independently and count to at least eight in Welsh. A few children use Welsh spontaneously, such as when they sing the beginning of a rainbow song independently.

Care and development: Good

Practitioners communicate with children in a warm, friendly manner and interact well with them during their play activities and routines. They are positive role models for children. For example, practitioners sit and chat with children during snack time, modelling positive social and communication skills.

Practitioners implement the setting's policies and procedures effectively. They attend training on safeguarding, food hygiene and paediatric first aid. As a result, practitioners are knowledgeable about their roles and responsibilities in relation to keeping children safe and healthy. For example, they support and encourage children to brush their teeth and provide healthy snack choices. They administer medication appropriately and record accidents and incidents suitably. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners share a positive approach to managing children's behaviour and follow the setting's policy effectively. They praise children for being kind, sharing resources and taking turns. The setting has developed a good range of strategies to promote positive behaviour and children respond to these well. For example, practitioners let

children know when it is nearly time to tidy up. This gives them time to finish what they are doing and prepares them for what is going to happen next. As a result, children behave well, and develop their social skills successfully.

Practitioners offer a wide variety of interesting activities which engage children well. However, opportunities for younger children to follow their own interests are underdeveloped. For example, practitioners ask children to make a castle in the construction area rather than supporting them to develop their individual interests and skills.

Practitioners are caring towards the children and help them to feel valued and have a sense of belonging. For example, when children arrive at the setting, practitioners welcome and speak to them with affection and show interest in what they tell them. Practitioners meet children's individual needs effectively. They seek relevant information from parents about children's needs when they start attending the setting and get to know the children well. Practitioners track children's progress appropriately and are beginning to use information from observations and assessments to help them move forward with their learning.

The setting has effective procedures to support children with additional learning needs and to ensure that they have full access to all areas of learning.

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

A range of learning experiences promote children's moral, spiritual and cultural development effectively. For example, practitioners foster a sense of awe and wonder successfully when they encourage children to plant cress seeds and observe them as they grow. They provide sound opportunities for children to learn about and care for living things, such as when they stroke a visiting pet dog or discover a snail in the outdoor area.

Practitioners consider meaningful ways to develop children's literacy skills effectively. Nearly all are good language role models, and many introduce and reinforce new vocabulary consistently. For example, practitioners support children to write a Chinese symbol by giving clear instructions, using vocabulary such as 'across' and 'down'. They then swap roles and challenge children to provide them with instructions to follow as they write. Practitioners develop children's understanding of writing for a purpose successfully. For example, they ask children what activities they should record on a noticeboard for parents to read at the end of the session.

Practitioners provide worthwhile opportunities for children to develop their information and communication technology, numeracy and thinking skills across the curriculum. For example, they provide real vegetables, weighing scales and battery-operated toys, in the role-play area, which children explore with interest.

The setting provides useful opportunities for children to develop their physical skills including developing their grip using scissors and threading activities. Practitioners use a range of new equipment for physical play well as they encourage children to roll hoops or play parachute games. This supports children's large physical skills well.

Practitioners provide regular opportunities for children to play instruments, dance and sing. They plan a few interesting creative activities, such as exploring and painting with coloured foam. However, practitioners focus on the end product rather than the creative process too often. This limits opportunities for children to explore and develop their own creative ideas.

Throughout the setting, many practitioners use Welsh consistently well. They use songs and rhymes effectively to introduce children to the language, such as singing 'bore da' and counting during group time. Nearly all practitioners model simple Welsh vocabulary effectively which supports children's learning well. There are effective opportunities to celebrate Welsh culture. For example, children taste bara brith and listen to Welsh music during St David's Day celebrations.

Practitioners provide a wide range of worthwhile learning opportunities indoors that engage most children well. They are beginning to involve children in planning activities, such as when they provide choices about which resources to put out or which song to sing. However, opportunities for children to follow their own interests are limited overall. The setting has effective procedures to observe children and assess their progress across the curriculum. Nearly all practitioners carry out regular observations of children as they engage in adult-led and independent activities. Practitioners use this information appropriately to identify next steps in learning. However, they do not always build on children's skills progressively. On a few occasions, this results in a lack of challenge for very few children.

Environment: Good

Leaders provide a safe, clean and secure environment for all children. For example, they carry out daily safety checks of the environment and update risk assessments effectively. Practitioners implement positive safety precautions, such as supervising children well and following appropriate procedures as children move to different rooms or go outside. There is a robust system for managing access to the premises and the setting. For example, practitioners ensure they lock main doors and maintain an accurate record of visitors.

The environment is well maintained, light and bright. Where practical, practitioners display children's work effectively, ensuring that their achievements are celebrated. For example, a child's attempts at writing their name was promptly displayed in the writing area. This enables children to gain a sense of belonging. Leaders make good use of rooms to provide organised areas of learning that children can access independently, such as home corners and reading areas. There is ample space for group activities, such as song or story time. This supports children to develop their language and communication skills well.

The indoor environment gives children beneficial opportunities to develop their physical skills when it is not appropriate to go outside. The outdoor environment also gives children appropriate space and resources to develop their physical skills effectively. However, it does not provide a sufficient range of opportunities for children to develop their skills across the curriculum. For example, there are limited opportunities for children to be creative or develop their problem-solving skills.

The setting has a suitable range of good quality, age appropriate resources that are well maintained and stored where children can reach them easily. Practitioners plan areas of learning to reflect the foundation phase philosophy and equip areas with suitable resources. A few natural and sustainable resources support children's imagination and thinking skills appropriately. For example, younger children touch and smell a real lemon when exploring a basket of yellow objects. However, many toys and resources are made from plastic and opportunities to explore natural materials are limited overall.

The setting's furniture is of a good quality and promotes children's independence well. For example, a story area for younger children is equipped with books, cushions and beanbags for children to access if they choose. There is effective provision to promote diversity and encourage children to learn about a range of cultures. For example, children taste noodles and prawn crackers during Chinese New Year celebrations.

Leadership and management: Good

Leaders work effectively with practitioners to provide a caring and nurturing environment for all children. They manage practitioners and children well to ensure that the setting runs smoothly, following established routines. There is a strong commitment to teamwork and all staff feel valued. The person in charge works closely with the responsible individual and keeps them appropriately informed through regular updates and meetings. Leaders share a clear vision for the setting to provide the very best for all children in their care.

The person in charge shares an effective range of suitable policies and procedures with practitioners to support the effective running of the setting. They follow safe recruitment processes for all staff and the setting meets the required numbers of suitably qualified practitioners consistently. There is an up-to-date statement of purpose that ensures parents can make an informed choice about using the setting.

Leaders have effective arrangements for identifying strengths and areas for improvement and all practitioners are committed to improving the quality of provision and outcomes for children. For example, the person in charge has identified the need to develop the outdoor area as a priority for improvement. Nearly all practitioners identify the setting's areas of strength and aspects they need to develop clearly. For example, they explain how improvements to the pre-school indoor environment support children to develop their independent skills successfully.

Leaders use the setting's appraisal and supervision systems to review the performance of practitioners suitably. They provide useful opportunities for practitioners to discuss and reflect on the quality of their work. However, many targets identified focus on completing a given task and do not provide practitioners with clearly identified areas for improvement. Leaders provide effective opportunities for continued professional development and practitioners take advantage of these and strive to improve their performance. This has a positive impact, such as improving practitioners' understanding of how to support children's language development in both English and Welsh.

Leaders have developed a range of effective partnerships that improve the quality of provision and outcomes for children successfully. The setting makes beneficial use of its links with the community and external agencies. Leaders work successfully with local businesses to raise additional funds through donations, collections and a summer fayre.

The setting keeps parents well informed about what their children are learning and how well they are progressing through posts on social media, monthly newsletters and parents' meetings. Practitioners update a useful notice board daily to inform parents of the activities their children have been doing during the session.

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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Publication date: 31/03/2020