



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

A report on

**Rydal Penrhos Pre-School Wraparound Care & Holiday
Playscheme
Pwllcrochan Avenue
Colwyn Bay
Conwy
LL29 7BP**

Date of inspection: March 2020

by

Care Inspectorate Wales (CIW)

and

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

About Rydal Penrhos Pre-School Wraparound Care & Holiday Playscheme

Name of setting	Rydal Penrhos Pre-School Wraparound Care & Holiday Playscheme.
Category of care provided	Full Day Care
Registered person(s)	N/A
Responsible individual (if applicable)	Lucy Davies and John Waszek
Person in charge	Louise Roberts
Number of places	100
Age range of children	Under 12 years
Number of children funded for up to two terms	2 children
Number of children funded for up to five terms	0 children
Opening days / times	08:00 – 15:30 and 15:30 – 18:00 Monday – Friday Term Time. 08:30 – 17:30 during school holidays.
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	No
Welsh Language Active Offer	No - 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 people/children who use, or intend to use the service. We recommend that

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	the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Date of previous CIW inspection	26/09/2017
Date of previous Estyn inspection	01/10/2013
Dates of this inspection visit(s)	10/03/2020
Additional information	

Summary

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

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Develop practitioners' understanding of how to support children's learning through play
- R2 Improve practitioners' understanding of child development in order to ensure that activities build progressively on children's literacy skills
- R3 Ensure that practitioners provide regular opportunities for children to develop their interests and ideas through leading their own play
- R4 Improve communication between leaders in order to establish an effective shared approach to early education

What happens next

Her Majesty's Chief Inspector of Estyn and the Chief Inspector of Care Inspectorate Wales are of the opinion that progress review is required in relation to this setting. The setting will draw up an action plan to show how it is going to address the recommendations. Estyn will monitor the setting's progress.

Main findings

Wellbeing: Good

Many children confidently approach and communicate with adults. Nearly all happily chat with their peers when playing together in the outdoor courtyard. However, opportunities for children to initiate conversations are limited, with the majority being adult led or directed. For example, during snack time, children are asked 'what type of music is this?' and 'who has an instrument at home?' This restricts their natural conversation around topics of interest to them during this time.

Nearly all children are settled and those who are not are well supported by caring practitioners to settle quickly. As a result, nearly all children develop positive emotional attachments and readily approach practitioners for cuddles or to sit on their knees, confident that practitioners will respond with affection. Nearly all children are familiar with the regular routine of the day. For example, nearly all children remain settled and happy whilst moving from the pre-school to the school library for their music lesson. Most show contentment and express enjoyment from the company of others when following their own interests.

Nearly all children interact well together. They co-operate willingly, take turns and are respectful towards one another. For example, they say thank you to a child when they hold the door open to let them pass by and work collaboratively when putting together the fencing for the small world farm. Nearly all children look after equipment and the environment carefully. They help to tidy away the jigsaw pieces and put away their overalls and wellington boots when they are finished with them.

Nearly all children show interest in the variety of tasks planned for them and persevere to complete their chosen task successfully. For example, when painting a picture of an African animal many show pride in their finished painting. Most show curiosity when playing with multi-coloured spaghetti and become animated when asked what other items they may like to add to help them explore it further. Nearly all children respond positively to praise and demonstrate a sense of accomplishment in what they do.

Nearly all children develop their independence effectively as part of their daily routine, for example when they hang their coats up after playtimes and wash and dry their hands.

Nearly all are developing useful self-help skills such as pouring their own drinks at meal times. Very few children are able to follow personal interests but planned, adult led tasks and activities do give children the opportunity to develop.

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

There is no report on children's learning. This is because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

Care and development: Adequate

Practitioners understand the safeguarding policy to keep children safe. They know who the designated safeguarding officers are and are confident of the process to follow. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Nearly all practitioners are trained in first aid and are also supported by a medical professional employed by the school. This additional support is advantageous as care plans and medical notes for individual children are updated regularly. This keeps practitioners well informed of important changes to children's medical needs. Practitioners record accidents, incidents and medication administration adequately. However, parents' signatures are not always obtained to show they had been notified of accidents and incidents. Recorded detail on accident records is limited and means that they are ineffective in helping to inform future risk assessments in order to prevent potential accidents re-occurring. Practitioners and children are familiar with the evacuation processes and know what to do in the event of an emergency as regular fire drills are carried out. Practitioners follow the latest health guidance and are positive role models when encouraging the children to adopt good hygiene practices. For example, when asking the children to wash their hands for 20 seconds, they wash their hands too. They offer the children varied and nutritionally balanced menus alongside regular outdoor and physical play opportunities, which helps keep them healthy.

Nearly all practitioners work in line with the setting's behaviour management policy. They manage any challenging behaviour positively and re-direct the children effectively. Practitioners recognise the need to promote children's safety while enabling them to take carefully calculated risks, for example allowing children to explore the climbing frame and slide head first down the slide.

Overall, practitioners understand individual needs and make suitable provision for these. For example, they know what favourite items will help children to settle quickly on their arrival and throughout the day if they become upset. Practitioners are caring and show genuine warmth towards the children. Children approach practitioners for cuddles and regularly smile at them. Practitioners respond well to children's needs. However, on occasions this is too swift and interrupts children's natural play and self-discovery. Nearly all practitioners are suitably qualified. However, very few have attended recent foundation phase training. This affects their knowledge and understanding of the importance of children initiating their own

learning and play, in order to become more independent and curious learners. Practitioners have an appropriate awareness of how to support children with additional learning needs and attend relevant training to support them to set individual targets and to write individual play plans when needed.

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

Practitioners plan a range of learning experiences to promote children's moral, spiritual and cultural development effectively. For example, they foster a sense of awe and wonder successfully when they encourage children to observe a crab and a star fish during a visit to the beach. They provide beneficial opportunities for children to learn about and care for living things, such as when discovering spiders in the forest school or stroking a visiting pet rabbit.

Overall, practitioners provide regular opportunities for children to develop their creative and physical skills. There are worthwhile opportunities to paint, make dough models and create pictures using collage materials, scissors and glue. Practitioners support children to develop their mathematical skills well, for example when comparing and counting pebbles on the beach. Activities such as making 'snakes' with repeating colour patterns support children's thinking skills and understanding of pattern successfully.

Practitioners use a range of resources to support children to develop their communication and information technology (ICT) skills appropriately. For example, they encourage children to discuss a video about bananas or to use a walkie talkie to chat to a friend. Practitioners engage children well during story sessions. However, regular disruptions to the story telling sessions, when children are taken out to wash their hands ready for lunch, limit children's ability to concentrate. Activities such as large-scale chalking in the outdoor area help children develop their mark making skills successfully. However, practitioners do not always take account of children's stages of development well enough. For example, children are encouraged to write in exercise books or on worksheets when they have not yet developed sufficient pencil control.

Practitioners use of the Welsh language could be improved to support children's Welsh language development suitably. For example, they model Welsh through singing songs and using a few Welsh words and phrases during group times. However, practitioners model very little Welsh outside of these sessions. Children have appropriate opportunities to learn about their Welsh heritage. For example, they complete Welsh themed colouring activities as part of their St David's Day celebrations.

Most practitioners have a suitable understanding of effective early childhood development practice. They explain things clearly and model activities effectively. Practitioners combine focused tasks with children's free play. However, practitioner-led activities and routines dominate the session heavily. This limits opportunities for children to apply and develop their individual skills, interests and ideas across the curriculum and to explore and try things out for themselves. Nearly all practitioners are positive language role-models. They question children well when asking them to consider why no-one wants to help the crocodile character in a story. This develops children's vocabulary and thinking skills well.

The setting has appropriate procedures to observe children and to assess their progress across the curriculum. Nearly all practitioners carry out regular observations of children. However, overall, practitioners do not use these assessments well enough to develop children's skills progressively across the curriculum.

Environment: Good

Leaders ensure that children are cared for in a safe, clean and secure environment. Practitioners follow effective policies to ensure that the environment remains clean, secure and safe throughout the day, for example keeping external doors secure after the children's arrival and washing down the mud kitchen at the end of each session. High staffing ratios ensure that children are well supervised in all areas. A range of appropriate risk assessments are in place to consider the suitability and safety of the environment each day.

The layout of the setting offers children a variety of spaces for different learning activities, such as a dedicated 'creative' area. The whole environment is considered from the child's perspective. However, in general children do not move freely between the areas of learning without the direction of practitioners restricting children's free choice. The outdoor area is easily accessible and enables children to take part in messy play, to take calculated risks and to be physically active. For example, children are able to climb, jump and slide from the wooden climbing frame or play and experiment in the mud kitchen.

Practitioners have access to a wide range of good quality resources to help support children's learning and development successfully. However, the selection of reading materials and age appropriate story books are tired and not always age appropriate. Resources are stored appropriately, generally within easy reach of the children, and are clearly labelled. However, children do not readily access additional resources independently to enhance their play and learning. Children have good access to the furniture and equipment required to meet their individual needs. For example, a high level baby changing unit with built in steps is available, which is beneficial for both the children and the practitioners. Children's privacy, dignity and safeguarding have been considered positively in relation to the layout of the nappy changing area and the children's bathroom facilities. The premises throughout are clean and well maintained.

Leadership and management: Adequate

Leaders work closely with practitioners to provide a caring and calm environment for all children. They manage practitioners and children suitably to ensure that the setting runs smoothly. There is a strong commitment to teamwork and all practitioners feel valued. The person in charge keeps the responsible individual appropriately informed through regular informal updates. However, overall, communication between these leaders is underdeveloped. As a result, an effective shared vision of the setting's ethos and approach to early education is not yet in place.

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

Leaders have suitable 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, worthwhile improvements have been made to the outdoor area and recent changes to the story area have resulted in more children accessing books independently. However, the setting does not identify important areas for improvement well enough. For example, they have not recognised the need to build on children's mark making and early writing skills progressively across areas of learning. In addition leaders do not always ensure that the setting makes sustained progress towards all areas for improvement well enough. For example, the setting has made inconsistent progress towards recommendations from the previous Estyn inspection in relation to provision of the Welsh language.

Leaders use the setting's appraisal and supervision systems to review the performance of practitioners appropriately. They ensure that practitioners have suitable opportunities to discuss and reflect on the quality of their work. Leaders provide appropriate opportunities for continued professional development and practitioners take advantage of these and strive to improve their performance. This has a positive impact in a few areas, such as improving practitioners' understanding of how to support children's behaviour effectively.

Leaders have developed a range of effective partnerships that improve the quality of provision and outcomes for children successfully. These include a music specialist who provides music and movement sessions, which supports children's creative development well. The setting makes beneficial use of its links with the community. Children visit a local residential home to sing songs and participate in a range of craft activities with the residents.

The setting keeps parents well informed about what their children are learning and how well they are progressing. They provide regular newsletters, host parents' meetings and provide informative end of year reports about their child's progress.

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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