



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

A report on

**Llangynidr Pre-School
Langynidr CP School
Church Close
Llangynidr
Powys
NP8 1NY**

Date of inspection: February 2022

by

Care Inspectorate Wales (CIW)

and

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

About Llangynidr Pre- School

Name of setting	Llangynidr Preschool
Category of care provided	Full day care
Registered person(s)	Deborah Hansford
Responsible individual (if applicable)	Hayley Williams
Person in charge	Kirsty Carr and Georgia Woodcock
Number of places	20
Age range of children	2 to 4 years
Number of children funded for up to two terms	2
Number of children funded for up to five terms	12
Opening days / times	Monday to Friday from 9.00am to 3.15pm
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	

Date of previous Estyn inspection	05/01/2013
Dates of this inspection visit(s)	08/02/2022

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Record and monitor children's progress over time effectively
- R2 Monitor accidents and incidents and record children's pre-existing injuries effectively
- R3 Ensure that appraisal processes identify effective targets for the professional development of 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

Well-being:

Nearly all children have lots of opportunities to express themselves and make effective choices. Many activities are child led and children are highly engaged and motivated in their play. Nearly all children follow their own interests and show very good levels of concentration. A majority take delight in solving problems. For example, they suggest solutions when some children want the group to go to the forest school area, but others would prefer to play with bats and balls.

Nearly all children separate from parents and carers readily and are eager to play with friends. They have warm and stable relationships with staff making them feel safe and secure. For example, they laugh, chatter and show confidence when approaching practitioners. They are clear about routines and move from one activity to another confidently.

Nearly all children are developing their personal and social skills well. They share resources and show kindness with very few prompts from practitioners. For example, they make chocolate lemon cake with playdough for a friend, after hearing that it is their favourite. Children are polite and considerate to one another such as when they make room for a friend on the carpet at group time. Nearly all children follow instructions from practitioners readily, such as tidying up before lunch. Most children are familiar with the setting's rules. For example, they explain that nobody overtakes the leader when lining up to go outside.

Nearly all children participate enthusiastically in their play and learning. They move around the indoor and outdoor areas freely and are excited about their play experiences. Most children show joy when participating in music sessions and put effort into poses during a yoga activity. Nearly all children explore their environment happily and show curiosity, such as when they look at bugs in the outdoor area.

Nearly all children are developing their independence skills well. For example, they decide when they would like to have snack. They collect a beaker and plate, peel their fruit and pour their milk confidently. Younger children attempt to wash and dry their hands with minimal help and older children do so independently. Most children hang up their own belongings in the cloakroom and a few dress themselves in wet weather gear with no support from practitioners.

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

Most children make good progress from their individual starting points, particularly in the development of their personal and social skills. They co-operate with each other successfully, such as when they work together to make a castle or build a bridge with wooden blocks. Many children show perseverance when faced with challenges, such as cutting sticky tape with scissors or completing a shape matching game on a tablet computer.

Most children develop their communication and literacy skills effectively. They listen attentively and speak clearly with confidence. For example, they chat happily about

significant events such as a family birthday or getting a new car seat. A few children give simple instructions to friends successfully, such as when they explain how to play a balancing game they have made with tyres. Nearly all children pay close attention to a story and join in with songs and rhymes enthusiastically. A minority of children select favourite books independently or ask practitioners to read to them. A few children enjoy using story language in their play, such as when they chase a friend and tell them that they are the big bad wolf. Many children develop their mark making skills successfully and enjoy using paint, foam and chalk on a large scale.

Nearly all children develop their skills across the curriculum effectively through their play. For example, they deepen their understanding of technology and time in the role-play area as they pretend to use a battery-operated egg timer to let them know when dinner is ready. Most children develop their numeracy skills effectively. They say numbers in order to at least ten as they sing songs or count a friend's fingers accurately to five. Many children make good use of mathematical vocabulary. For example, they name two-dimensional shapes as they tidy the blocks or tell a practitioner that their toy car is too big to roll down the guttering.

Nearly all children show enjoyment and pleasure as they develop their creative and physical skills successfully. For example, they dance expressively with scarves or play percussion instruments with energy. Most children develop their co-ordination well as they use a range of tools such as brushes, sticks and rolling pins in they play. Many develop their imagination well, such as when they build an intricate space station with small bricks or pretend to be Father Christmas riding his sleigh.

Most children develop their Welsh language skills effectively. They respond to a range of Welsh words and phrases positively and join in with songs and rhymes well. Most children use a few Welsh words such as colours and numbers confidently. A minority are beginning to use simple phrases when encouraged, such as when they describe the weather in Welsh.

Care and development:

Overall, practitioners have a good understanding of the setting's policies and procedures, which they follow in order to keep children safe and healthy. They are clear about their responsibilities in reporting any child protection concerns and have suitable guidance to support this. Practitioners follow Welsh Government's guidance about keeping children safe during the COVID-19 pandemic effectively. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Accident, incident and medication records are completed and shared with parents. However, they are not monitored over time and practitioners do not record any pre-existing injuries a child may present with.

Practitioners promote healthy lifestyles by ensuring that children have access to nutritious food and milk or water to drink. They act as good role models and gently prompt and support children to wash or sanitise their hands when necessary. Practitioners support children's physical development well, by providing numerous and varied opportunities to play outdoors. They have up-to-date first aid and child protection training and a majority have also attended food hygiene training. Practitioners develop their skills through undertaking a wide selection of additional training including yoga and responsive planning which they act upon effectively.

Practitioners manage children's behaviour very well, using a kind and nurturing approach to their interactions. They are consistent in giving children lots of praise and acknowledging their efforts. Nearly all practitioners encourage children to be kind and inclusive during play. For example, when children become too noisy, practitioners remind them to use indoor voices. Children respond well to this, lower their voices immediately and continue playing happily. Practitioners support and anticipate children's emotional needs well. For example, they introduce children to unfamiliar adults visiting the setting.

Nearly all practitioners take a holistic approach to children's development and create a fun and stimulating environment to support children's play and learning. They work effectively with outside agencies and access training to ensure that they have the knowledge and understanding to support children with additional learning needs effectively. Nearly all practitioners know the children very well and identify children's individual needs and interests. They plan, record and evaluate children's play experiences successfully. However, they do not undertake initial assessments for younger children or formally track their individual progress.

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

The setting provides a wide range of play experiences indoors and outdoors that support children's learning and development effectively. Practitioners engage children particularly well in large physical play such as a game where children dodge, duck and shield themselves from 'dragon fire'. This impacts well on children's physical development and results in nearly all children experiencing joy in physical activity.

Practitioners provide learning experiences that promote children's creative, moral, spiritual and cultural development well. For example, they foster a sense of awe and wonder successfully when they support children to observe a rainbow in the sky as they arrive at nursery. They are flexible in their approach and respond positively to a child's request to paint a rainbow. This enables children to follow their own interests and supports their enjoyment, participation and involvement well. Practitioners provide effective opportunities for children to learn about and care for living things, such as when they support children to observe worms and woodlice they find under a rock in the outdoor area.

Practitioners develop children's numeracy skills well by using opportunities for learning that arise throughout the session. For example, they encourage children to count how many children are in the line before they go outside or ask them to find all the square bricks at tidy up time. Most practitioners model Welsh language confidently and regularly throughout the session. Worthwhile opportunities to sing together support children to learn new Welsh words and phrases effectively.

Nearly all practitioners support children's communication and literacy skills well. For example, they introduce new vocabulary such as 'carnivore' as children play with dinosaurs in the outdoor area. Many practitioners make beneficial use of stories to support children's language and literacy skills. They build on children's interest and knowledge of books successfully by reading favourite stories throughout the session.

Experiences such as drawing in sand with sticks help children develop their mark making skills effectively.

Practitioners explain things clearly, model activities and use questioning to develop children's thinking well. For example, they join children's block play and encourage them to think about how they can stop their model bridge from wobbling. Practitioners provide children with extended periods to lead their own play successfully. This ensures that children have time to develop their ideas such as deciding to make pasta with play dough, after playing with dry pasta in the role-play area.

The setting has appropriate procedures to observe children and assess their progress across the curriculum. Practitioners observe children and identify what they can already do during their first few weeks in the setting. However, initial assessments for a few children are over generous, which makes it difficult to track their progress over time effectively. Nearly all practitioners carry out ongoing observations of children as they engage in learning experiences. They use these to identify and support each child's next steps in learning well.

Environment:

Leaders ensure that children are cared for in a safe, secure and clean environment. For example, practitioners oversee the secure entry system to the premises and record all visitors. Comprehensive risk assessments are in place, including health and safety procedures regarding COVID-19. The building is well maintained with all required safety checks in place, including fire and electrical tests. Practitioners supervise children well. Risky play, such as woodwork for older children, is encouraged and supported by suitable risk assessments.

Generally, there is sufficient space and suitable facilities to meet the needs of children for most of the time. Both the inside and outside play areas are welcoming and provide stimulating opportunities to extend children's play and learning. However, due to limitations imposed by the structure of the building, nappy changing facilities for two-year-olds are restricted to the cloakroom area. Children's privacy is respected and leaders have plans to improve this situation. Leaders ensure that children have access to resources that are suitable for their needs and stored in a way that allows them to choose toys independently. They provide opportunities for free flow access to well-resourced outdoor provision including a forest school area. This supports children's learning and development well. Practitioners encourage recycling and incorporate natural and sustainable materials in children's play effectively.

There are useful systems to ensure that the monitoring of resources and equipment is effective. For example, leaders recently purchased age-appropriate tables and chairs, which helps promote children's independence and ensures that all children are comfortable when playing. Resources and equipment are well maintained and of good quality. Overall, resources promote cultural awareness and equal opportunities appropriately.

Leadership and management:

Leaders share a clear vision for the setting to develop happy, engaged, independent children through a relaxing, fun and welcoming environment. They work effectively

with practitioners to provide an engaging environment for all children. Leaders work closely with the responsible individual to keep them well informed through regular meetings and updates. There is a strong commitment to teamwork and practitioners feel valued.

The setting has effective arrangements for identifying strengths and areas for improvement and all practitioners are committed to improving the quality of provision and outcomes for children. Leaders make beneficial use of information from a range of sources to inform the self-evaluation process. For example, after listening to parents, they extend their opening hours. Overall, nearly all practitioners know what the setting does well and areas that they need to develop. For example, they describe how recent improvements to planning have increased children's engagement in their play. However, a few important areas for improvement have not been identified such as recording and monitoring children's progress over time effectively.

Nearly all leaders and practitioners take advantage of opportunities for continued professional development and strive to improve their performance. This has a positive impact, such as improving practitioners' confidence in supporting child-led learning. Leaders communicate appropriately with each other to improve their practice. However, systems for appraisal are not robust enough. For example, they do not identify effective targets for the professional development of all practitioners.

Overall, the setting makes good use of practitioners and resources to support children's well-being, play and learning effectively. Leaders make sure that the setting meets the required numbers of suitably qualified practitioners. Resources are plentiful and of good quality. For example, recently purchased wooden blocks support children's learning well.

The setting has a worthwhile range of partnerships that improve the quality of provision and outcomes for children. Practitioners keep parents and carers informed about what their children are learning and how well they are progressing through a communication application and informal updates. There is an effective partnership with the school that supports children's learning well and helps prepare them to move on to the next stage of their education. For example, children get to know their teacher and enjoy opportunities to play in their new classroom before transferring to school.

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)

© Crown Copyright 2022: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 12/04/2022