



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

**A report on**

**Tavernspite Playgroup**

**Tavernspite Village Hall  
Tavernspite  
Pembrokeshire  
SA34 0NL**

**Date of inspection: January 2023**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Tavernspite Playgroup

Name of setting	Tavernspite Playgroup
Category of care provided	Sessional Day Care
Registered person(s)	Samantha Hartt
Responsible individual (if applicable)	N/A
Person in charge	Samantha Hartt
Number of places	28
Age range of children	Two and a half to four years of age
Number of 3 and 4 year old children	15 three-year-old children and 3 four-year-old children
Number of children who receive funding for early education	9
Opening days / times	Monday to Friday 8.45am to 12.00pm – except the 1st Friday of each month.
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	March 2021
Date of previous Estyn inspection	October 2014
Dates of this inspection visit(s)	24/01/2023

## **Non-compliance**

We notified the provider that the setting was not compliant with the Regulations, in respect of suitability of workers. A notice was not issued, but these are identified as areas for improvement, and the Registered Person must address this.

We notified the provider of Areas for Improvement where the setting was not compliant with the regulations. A notice was not issued, but this is identified as an area for improvement, and the Registered Person must address this. Information on all non-compliance will be included in an Action Improvement Summary which will be published on CIW's website only.

We identified serious non-compliance in relation to environment and leadership and management and we have issued a priority action notice to the provider.

We identified non-compliance in relation to theme three and we have issued a priority action notice to the provider. The provider must take immediate steps to address these and make improvements.

## **Recommendations**

- R1 Improve children's behaviour to ensure they experience positive interactions during play and learning opportunities
- R2 Ensure that learning experiences support children to develop their skills systematically across all areas
- R3 Improve the quality of teaching to ensure children make effective progress
- R4 Ensure self-evaluation and planning for improvement processes identify and address important areas for improvement
- R5 Address the areas of non-compliance identified during the inspection

## **What happens next**

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

## Main findings

### Well-being:

Most children make appropriate choices and decisions about what they do and how they spend their time in the setting. Most communicate suitably with practitioners such as when telling a practitioner that they wanted to make a book. They know that practitioners will listen to them and respond appropriately.

Nearly all children settle quickly and engage with the activities and resources on offer. Generally, most have a suitable understanding of the daily routines. However, most find it difficult to follow these routines and often lose interest and concentration in their play. Most children form positive relationships with practitioners and approach them for reassurance and support when needed.

Most children develop most of their personal and social skills suitably in line with their age or stage of development. They are developing their independence and self-help skills well. Most visit the toilet independently, find their coats and bags and pour their drinks with little support. A few children help to set the table for snacks. However, many children do not always behave appropriately. For example, they do not take care of resources and do not always interact well with visitors and their peers. This often leads to a disruptive environment where children do not always make the progress they are capable of making.

When given the opportunity, a few children speak confidently during small group activities such as during an ice experiment. During snack time, many respond appropriately to questions and communicate their choice of drink clearly. Nearly all children move between different play areas confidently with some choosing to use the tabletop play areas, whilst others visit the book area or role play area. Many children follow a few rules and instructions suitably such as when they were waiting to use the toilet.

Most children sustain interest and concentrate on the activities they choose to do for a limited amount of time, for example, whilst building train tracks or balancing the weighing scale. Most enjoy adult led activities, for example where they contribute to the circle time session. However, many children lose interest and become restless as the sessions are too long. Most children participate during free play and explore the play opportunities available to them, including outdoor play. However, the quality of this play is often compromised by their interactions with others.

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

Generally, most children make adequate progress in their learning from their individual starting points. However, overall, they do not make the progress they are capable of making. When working with an adult, they engage well with suitable resources in different areas of the setting, and they are starting to choose where to play with increasing confidence. Many use resources appropriately to solve problems, for example when using tweezers to pick up pom poms to place them in a cup.

Most children make themselves understood and develop their communication skills appropriately using basic vocabulary to convey their needs. They follow a few of the setting's routines appropriately, and they are starting to carry out simple instructions. For example, they collect their coats from their pegs before going outside. A few children are starting to handle books correctly and behave as readers. Most are beginning to talk to each other suitably as they play, for example when making pretend cups of tea in the role play area. A few join in with familiar songs and rhymes and discussions about the days of the week and weather. However, very few children show an interest in experimenting with early writing experiences.

Many children join in when counting the number of children during circle time. Many use simple mathematical language successfully when answering questions about quantities. For example, they count the number of trains they are using when playing with the train track. A few children use simple mathematical language well in their play, for example when choosing a long or short ribbon for their Chinese lantern.

Most children's physical skills are developing well. They balance with increasing control when using the outdoor play equipment. The majority develop their fine motor skills appropriately. For example, they use scissors to cut strips of paper into smaller pieces and they thread pasta shapes onto chopsticks with increasing accuracy and independence. Most children handle dough confidently to make shapes, for example by rolling and squeezing to make a cake.

Most children are beginning to make sound progress in their understanding of Welsh. Most enjoy listening to Welsh songs during circle time with a few children joining in appropriately. With encouragement they respond correctly to the register, and they will join in when singing a weather song.

The majority of children are beginning to develop their creating skills suitably such as when making a range of sounds when handling musical instruments. Many children are beginning to develop an appropriate sense of wonder in the world around them and show a little interest when using water and salt to melt ice in the outdoors.

### **Care and development:**

Overall, practitioners implement the setting's policies and procedures appropriately. Leaders and practitioners have a sound knowledge of child protection procedures and know what to do if they have any concerns. Overall, they have a good understanding of how well to keep children healthy. They practise effective hygiene procedures consistently. For example, they wash their hands regularly, wipe down tables and encourage children to follow good hygiene practises. They provide healthy and varied snacks with milk or water to drink and provide culturally specific snacks. For example, when celebrating Chinese New Year children use chopsticks to serve themselves from platters of Chinese food.

Practitioners complete relevant records in relation to accidents, although they do not always use the information from these well enough to influence their risk assessments and to make relevant changes to provision. Practitioners implement suitable systems for the administration of medication and the management of specific health needs of individual children. Leaders ensure they practice and record fire evacuation drills regularly.

Generally, practitioners interact with children in a warm and friendly manner. However, practitioners do not have an effective understanding of how to manage positive interactions with children. This often results in practitioners raising their voices, creating a disruptive play and learning environment. Overall, they do not always manage children's behaviour well enough in line with their own policy. Practitioners do not always supervise children closely enough to observe and intervene with behavioural issues. As a result, the settings arrangements for safeguarding children do not meet requirements and are a cause for concern.

Practitioners meet the individual needs of most children suitably, including those with additional learning needs. Leaders ensure appropriate one to one support is available for children when necessary. They are proactive in accessing support and seek advice from outside agencies such as the local authority and speech and language therapists.

Practitioners are responsive to children; they listen and respect their choices and requests. For example, when children choose to play outdoors or when a child request support with toileting needs, practitioners respond appropriately. Practitioners arrange play areas to provide children with a suitable range of play opportunities, which encourages them to move from one activity to another independently. However, they do not always ensure that there are sufficient resources to allow children to benefit effectively from their play and learning experiences. Practitioners make promote sign language and various languages during circle time well to support the individual needs of a few children.

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

When working with small groups of children, practitioners' interactions with children are encouraging and supportive. At times they join children in their play and are good language role models. For example, they talk to the children about making shapes using dough and praise their efforts. However, these valuable interactions are limited to small group activities and practitioners do not apply this practice consistently throughout the setting. For example, practitioners do not consider the needs of the children during larger group activities, where they keep the children sitting for overly long periods. Practitioners do not control the noise level throughout the setting appropriately. This causes the younger children to become overwhelmed and has a negative effect on their learning.

Practitioners plan a limited range of experiences that interest the children appropriately. They offer relevant activities such as making cards, supporting the children to use scissors to cut ribbons. However, practitioners do not use these opportunities to challenge and question children well enough to develop learning. At times, they do not ensure children have enough resources. This causes many children to lose interest in the activity and become distracted and often becoming disruptive. As a result, practitioners do not ensure children develop their skills systematically across all areas.

Practitioners collaborate to ensure the learning environment is well organised and interesting. They offer a range of appropriate resources that engage most of the children for small group activities. For example, they provide real potatoes for children to pretend to cook, and a light table to investigate shapes and colours.

Practitioners encourage the children to use the outdoors area such as to use water, sand and ride cars. However, practitioners do not make the best use of this area to ensure the development of children's skills. At times practitioners do not supervise children sufficiently or intervene to ensure that they are engaged in their play. This often results in many children losing interest in their play.

Practitioners are starting to make useful observations to identify children's needs and progress. They record information about the children's progress that they use to follow children's interests, for example listening when the children ask to make pizzas for their snack and then planning to cook them. However, they have not started using this information well enough to identify where children need to practice or enhance their skills. This means that learning experiences do not systematically build on children's skills to support progress.

The setting promotes the culture and traditions of Wales and the wider world through relevant learning experiences, for example singing Welsh songs and tasting Chinese foods during snack time. Practitioners make good use of the children's home language such as Russian, Welsh and English greetings to welcome the children. However, practitioners' use of spoken Welsh is mostly limited to circle times and is not used consistently throughout the setting.

### **Environment:**

Overall, leaders provide a safe and clean environment where children can play and learn. The environment is secure and well maintained both indoors and outdoors.

Generally, leaders undertake appropriate risk assessments of the site and activities. However, they do not always independently identify all risks well enough. For example, they had not identified the sliding door and fire door as risks, despite an accident being recorded in one of these areas and had not taken action to minimise the risk.

The indoor play area is spacious and welcoming. The layout of the play area promotes independence successfully where children have plenty of space to move around freely and play. This includes free flow access to the outdoor area at various times of the day. An enclosed attached outdoor play area provides fresh air and suitable play opportunities. Practitioners ensure this area is well maintained and the children show enjoyment when using the resources provided. The setting also makes purposeful use of the school grounds for group activities, walks and sport days. Leaders and practitioners ensure children have independent access to the toilets.

Leaders provide good quality furniture and resources. For example, all furniture is of appropriate size and height and the low-level storage enables children to see the resources available to them. Storage boxes are labelled with photos and signage in both English and Welsh, allowing children to choose resources independently and make decisions about their play. Meaningful displays decorate the walls, showing children that their work is valued and helping to develop a sense of belonging. Leaders ensure sufficient resources to promote cultural awareness and also provides suitably opportunities for children to experience natural resources such as shells and wood. Leaders and practitioners ensure that indoor resources and equipment are clean, well maintained and appropriate for the children but do not ensure the same level of cleanliness for the outdoor equipment. Leaders have purchased new resources to develop the book area; this includes a low-level sofa and divider to

make the area inviting. Indoor resources appropriately support children to develop beneficial skills, such as role play, early reading skills and small world play.

### **Leadership and management:**

The leader is enthusiastic about the work of the setting, and she is starting to develop her leadership and management skills with guidance from the local authority advisory teacher. The leader works collaboratively with practitioners in trying to provide a warm and welcoming environment for all children, however this is not applied consistently.

Leaders are beginning to use self-evaluation processes appropriately to identify a few suitable areas of improvement, such as the development of Welsh and information communication technology (ICT). However, leaders do not use monitoring and evaluation processes effectively to identify all the important areas for improvement, such as practitioners' interactions with children and its impact on children's behaviour and social skills as well as the weaknesses in teaching and planning for the development of children's skills. This is having a negative effect on children's well-being and learning. The leader and practitioners make appropriate use of fund-raising activities and grant funding, for example to purchase resources to improve literacy.

The leader ensures that the setting's policies and procedures support practitioners in most aspects of their work. However, a few policies do not provide sufficient guidance to the staff. For example, practitioners do not use the behaviour management policy effectively on a daily basis, and do not intervene appropriately.

The leader facilitates suitable learning opportunities for practitioners. This has a positive impact on a few aspects of the setting. The leader has suitable systems for appraisal and supervision. However, these are not yet effective in recognising developmental needs and ensuring staff have purposeful targets for training and improvement.

The setting has established effective partnerships with parents. They feel comfortable to talk to practitioners about any concerns and value the information the setting shares with them through social media and informal conversations. There are established links with the local authority to develop practice and the setting engages beneficially with external agencies to ensure effective support for children with additional learning needs.

The setting makes valuable use of links with the local community, for example they visit the local caravan park and the milk station. Leaders have established worthwhile links with the local school to support children's transition as they enter the next stage of their education.



## 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](http://www.estyn.gov.wales))

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