



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

A report on

**Talbot Green Playgroup
The Pavillion
Lanelay Road
Talbot Green
CF72 8HY**

Date of inspection: February 2022

by

Care Inspectorate Wales (CIW)

and

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

About Talbot Green Playgroup

Name of setting	Talbot Green Playgroup
Category of care provided	Sessional care
Registered person(s)	Claire Watkins
Responsible individual (if applicable)	Not applicable
Person in charge	Claire Watkins
Number of places	27
Age range of children	2 to 4 years
Number of children funded for up to two terms	7
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday from 9am to 1 pm
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 setting that does not provide an 'Active Offer' of the Welsh language . It is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service .
Date of previous CIW inspection	05/09/2019
Date of previous Estyn inspection	06/03/2012
Dates of this inspection visit(s)	01/02/2022

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The setting is a privately run playgroup operating in the community pavilion in Talbot Green in Rhondda Cynon Taf, Local Authority. All children have English as a first language and no children come from homes where Welsh is spoken.

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Use snack time more purposefully to encourage social interactions
- R2 Ensure that practitioners use purposeful and meaningful interactions to extend children's skills across all areas of the curriculum
- R3 Improve policies and procedures for record keeping to ensure the security of personal information

What happens next

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

Main findings

Wellbeing:

Most children interact confidently with each other and with practitioners. They respond well to questions asked during circle time and activities. Across the setting, children express themselves confidently and know that practitioners will consider their wishes. For example, children choose their own keyworker during the settling in phase. All children are relaxed, settled and comfortable. Most children are content and express their enjoyment through smiles and laughter. For example, one child enthusiastically cheered himself once he completed a puzzle. Children chosen to be 'helpwr heddiw' enjoy the role, and take on their responsibilities confidently. They undertake tasks such as setting up the seating for circle time.

Most children make effective decisions and choices about the activities on offer. For example, during free play, children play in different areas, moving confidently from one activity to another. Most children are happy, relaxed and comfortable with their carers. They approach practitioners when they need comfort or assistance. For example, a child approached a member of staff for help to put on their wellies.

Nearly all children arrive cheerfully at the setting and are eager to go to their chosen activity to play. They are starting to form friendships appropriately and show care and concern for each other. For example, two boys worked with each other to navigate their vehicles over the balance beam. All children behave well and sustain attention appropriately. They listen attentively and many join in with circle time activities such as practising new Welsh words. They share resources well and are starting to take turns. Most children know and respond to setting routines. For example, children hang up their coats and bags on designated pegs and quickly settle to their chosen activity.

Nearly all children develop appropriate personal care skills. For example, they wash their hands, use the toilet independently and put on their wellies and coats to play outside.

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

Nearly all children make good progress from their starting points. Most speak clearly to adults, are easily understood and make good progress in their speaking and listening skills. They talk about events that are important to them, for example attending a child's birthday party and describing the costumes that they wore. Many children are beginning to recognise their own names and a few children identify their initial letter. A few children recognise the names of their friends. Most children listen attentively, follow instructions well and co-operate with others. A few children are beginning to identify and describe the weather during circle time activities. Most children follow the routines of the setting and a few children anticipate these, for example preparing for snack time. Many children enjoy having books read to them and they are beginning to handle books as a reader. Most children enjoy experimenting with mark making and develop fine motor skills during their play, for

example writing lists of what they would like to buy in the role play shop. A few children identify their marks describing what they have drawn .

Nearly all children enjoy singing about the days of the week and number action songs. Many children use coins, notes and cards and operate the till when playing in the role play shop. They are beginning to understand that they need to use money to buy things. A few children use mathematical language with purpose, for example making worms out of dough. They describe how many they have made and whether their worm is longer or shorter than their friend. However, most children do not use mathematical language well enough in their play.

Nearly all children make good progress in acquiring Welsh language skills. They enjoy singing and joining in Welsh songs and rhymes. A few recognise and describe the weather. Most children count together to 10 and are beginning to recognise and name different colours.

Nearly all children's physical skills are developing well and they co-ordinate their movements and test out their capabilities. They maintain their balance when walking along a beam, climbing on the indoor equipment or pedalling bikes outdoors. They use a range of large and small tools, for example when transporting sand and soil in the outdoor area. Many children's problem solving skills are developing well. However they are not always given time to solve their own problems and reflect on their learning.

Care and development:

The registered person ensures that safeguarding has a high priority and promotes children's health and wellbeing very successfully. All practitioners have a good understanding of their role and responsibilities in relation to keeping children safe. They implement the setting's policies and procedures appropriately. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

All practitioners have attended safeguarding training and all hold the relevant first aid qualifications. All practitioners provide good care and support for children. The setting has an effective behaviour policy, which all practitioners implement well. They praise good behaviour and achievements and offer encouragement positively when children try to do things for themselves. They are good behaviour role models, promoting and prompting the use of good manners and encouraging children to follow the golden rules, such as using kind hands. All practitioners speak to the children in a calm and gentle manner. As a result, children's behaviour is good.

The setting encourages parents to provide children with healthy snacks, including a meal for those who stay at lunch time. However, snack time is not always used purposefully to encourage social interaction. Children have plenty of exercise and opportunities to play outdoors. However, the setting's routines sometimes prevent free flow access according to the children's choice. Hygiene procedures and practices are good and regular hand washing is encouraged, along with wiping down tables and using protective clothing during personal care.

All practitioners know the children well and have a clear understanding of their individual needs, abilities and preferences. Children receive care that is consistent with their individual routines. Practitioners provide a nurturing and caring environment where the needs of the children come first. For example, practitioners attend to children's personal needs when required.

All practitioners support children's development skilfully. They are beginning to know when to intervene to develop and extend children's play and when to step back to allow children to use their own initiative. Practitioners celebrate children's achievements regularly. For example, they give children stickers as a reward and praise achievements. Practitioners treat all children with dignity and respect.

The setting has effective procedures to support children with additional learning needs. It keeps parents and carers well informed about their child's progress and involves them appropriately in setting targets. Practitioners send useful reports to parents informing them of their child's achievements.

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

Practitioners plan a worthwhile range of experiences that encourage children's all round development. They have a sound understanding of child development, know their children well and respond to their interests and needs. They provide an appropriate environment that makes good use of the space to develop children's skills. The setting's recent focus on developing children's physical skills has resulted in practitioners developing a better understanding and positive attitude towards risky play. As a result, there has been an improvement in children's confidence and resilience as well as an improvement in the children's gross motor and physical skills.

Overall, the provision to develop children's literacy skills is effective. Practitioners engage children well in conversation and encourage them to respond. The book area is cosy and inviting, with a range of books and resources. The home corner is well resourced with a range of real-life equipment and mark making opportunities, alongside a range of dressing up clothes for children to take on roles in their play. Practitioners plan a range of role-play experiences and provide suitable resources to promote imagination and model the language to be used. However, this can sometimes be over-directed and limit the opportunities for children to take on these roles and express themselves. Practitioners do not always take sufficient advantage of opportunities to model numeracy skills across the areas of provision. As a result, children's numeracy and problem solving skills are not extended well enough.

Practitioners model Welsh well in circle time activities throughout the day and encourage children to answer questions about the weather and name parts of the body. They use incidental Welsh throughout the session when appropriate and encourage children to respond.

Practitioners provide opportunities for children to develop a sense of awe and wonder. They take visits to the woods and collect natural resources to use back at the setting to enhance the children's play. The recent addition of the sensory space creates a calm environment in which children have an opportunity to be quiet and reflect, as well as developing a sense of curiosity.

Practitioners use assessments and observations to plan next steps and build upon children's existing knowledge, understanding and skills. However practitioners do not always use this information well enough to extend children's learning.

Environment:

All practitioners ensure that children are safe and secure. They demonstrate a good awareness of the relevant safety matters, such as the daily risk assessments of indoor and outdoor environments. Overall the premises are clean and well maintained and all practitioners practise effective hygiene procedures, for example wiping down tables before serving food and wearing appropriate protective clothing.

Nearly all children access the toilet and washbasins independently. The toilet and nappy changing facilities are clean, and practitioners follow guidelines to promote children's privacy and dignity.

The premises are welcoming, warm and comfortable and provide a good environment for children to play and move freely. Children make effective choices about where and with whom they play. Children's wellbeing is promoted through access to an appropriate selection of toys and equipment, both in the main room, sensory room and in the outdoor areas. All children have access to an extensive range of age and developmentally appropriate toys and resources for both indoor and outdoor play. The outdoor area is stimulating and easily accessible, allowing free flow from the indoor environment. It encourages active learning such as messy play and physical activities well and includes natural areas for children to explore and learn. There are suitable covered areas, which allow children to play outdoors regardless of the weather. All resources are clean and well maintained.

Leadership and management:

Leadership in the setting is strong. The leader has a clear vision based around meeting the needs of children and creating a sense of belonging. This is communicated clearly with all staff. As a result, children benefit from a positive and nurturing environment. The leader sets high expectations for staff and children and leads by example. The setting has a clear statement of purpose that provides an accurate picture of the setting.

Leaders make good use of first-hand evidence to identify strengths and areas of improvement and are eager to try new approaches to improve outcomes for children. For example, practitioners have recently been trialling new approaches linked to the Curriculum for non-maintained nursery settings, and access appropriate professional learning to support this. Once they have identified areas that they need to improve, practitioners draw up focused plans, which they evaluate appropriately.

Leaders develop strong relationships with parents, seek their views regularly and respond swiftly to suggestions for improvement. Leaders make effective use of a social media application to keep in touch with parents and to share any concerns or news. The setting works well with a range of partners to support children's health, learning and well-being. For example, practitioners share a one-page profile about each child and this has strengthened transition arrangements with feeder schools.

There is a strong relationship with the local authority early years advisory teacher and leaders respond positively to recommendations for improvement.

The setting generally has effective policies and procedures to ensure that it complies with regulations. However, it does not have an appropriate policy or procedures to ensure the safe storage of personal information.

The leader shares responsibilities appropriately and provides many beneficial opportunities for practitioners to develop in their roles. Practitioners are encouraged to attend a range of professional learning opportunities and share their knowledge with others at the setting. As a result, there are continuous improvements to the quality of provision.

Leaders have made good use of the resources provided for them by the local authority to support children's play and development. For example, they purchased a range of large play equipment to support and develop the children's physical and co-ordination skills.

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:

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Publication date: 05/04/2022