



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Jigsaw Playgroup
Bryn Deva School
Linden Avenue
Connah's Quay
Flintshire
CH5 4SN**

Date of inspection: March 2013

by

Anne Manning

for

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

| Judgement | What the judgement means |
|-----------------------|---------------------------------------------------------------------------|
| Excellent | Many strengths, including significant examples of sector-leading practice |
| Good | Many strengths and no important areas requiring significant improvement |
| Adequate | Strengths outweigh areas for improvement |
| Unsatisfactory | Important areas for improvement outweigh strengths |

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Context

Jigsaw Playgroup is a medium-sized setting located near the town of Connah's Quay and operates from a classroom in the local school. This English-medium playgroup is managed by the registered person with the general day-to-day running carried out by a team of practitioners.

There were five funded 3-year-old children on the first inspection morning and five present on the second morning. All children attending the setting are from the local area and come from a range of social backgrounds. Nearly all children are from a white British background and speak English as their first language. At present no children have additional help for their learning.

Jigsaw Playgroup receives support from Flintshire Early Education and is a member of Wales Pre-school Providers Association.

The setting is open during term time only and is registered with the Care and Social Services Inspectorate Wales to provide care for up to 26 children aged from 2 and a half to 4 years of age who attend a varying number of sessions.

The last CSSIW inspection was in September 2012 and this is the second inspection by Estyn.

Summary

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| The Setting's current performance | Good |
| The Setting's prospects for improvement | Good |

Current performance

The current performance of the setting is good because:

- all children and their families are supported highly effectively;
- children develop their knowledge successfully by a series of forest school visits;
- there is a good range of interesting learning experiences for the children; and
- teaching is good.

Prospects for improvement

Prospects for improvement are good because:

- there is an excellent partnership with the school;
- there is a good relationship with the local authority teacher;
- self-evaluation is effective and identifies areas for development; and
- the setting has made consistently good progress since the last inspection.

Recommendations

R1. Continue to develop the mark making area.

R2. Continue to develop the new planning system.

R3. Introduce more opportunities for the children to develop their own play and choose their own resources.

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

N/A

There is no report on children's progress, standards in their skill development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

Key Question 2: How good is provision?

Good

Learning experiences: Good

New planning documentation is in the early stages of linking effectively to children's assessment, however planning engages all children very successfully and meets their needs well both indoor and outdoor. Learning experiences are successful in encouraging children to progress towards meeting the Foundation Phase outcomes. The children work together well, for example during tidy up time and are becoming confident learners.

A range of visitors to the setting extends and develops the children's learning successfully, for example the police, an ambulance driver and the setting maximises effectively the skills of parents who come in to talk about their work.

Activities actively encourage the children to learn about sustainability as they re-cycle plastic and paper. Children's skills are extended effectively in numeracy and Information Communication Technology. Children have good opportunities to join in with action songs and rhymes. They have a good sense of rhythm.

Learning experiences encourage the children effectively to use the Welsh language. There are good opportunities for them to hear and use simple words and phrases. They celebrate festivals successfully such as St David's Day. The children take responsibility and actively help their friends as they become Helpwr Heddiw for the day.

There are good opportunities for the children to develop their literacy skills. They enjoy listening to stories and songs and join in enthusiastically. They like to look at books and talk about what is happening in the pictures. Mark making opportunities are provided for the children in the majority of areas of learning, but the writing area needs to be developed to encourage children to make better use of it and there are insufficient occasions for them to write and recognise their own names.

An excellent range of forest school experiences encourages children to successfully learn about the world around them and how to care for living things. The children also help to look after the fish in playgroup successfully.

Teaching: Good

All practitioners understand well the requirements of the Foundation Phase and all have high expectations of the children. All are consistently good role models and children's behaviour is managed effectively. All practitioners are good language models and they use questioning consistently well to extend and develop the learning of the children.

All practitioners are involved in making useful observations about the children that effectively inform the 'This is Me' assessment record, but where extra skill development is required, this is not always consistently reviewed. Parents and carers are involved in their children's learning; they are made effectively aware of their progress and what they can do to help them to improve. Parents spoken to confirmed that they are kept well-informed about their child's development whilst in the playgroup.

All practitioners are effectively deployed including students on placement. All are involved in planning and briefed successfully about what they need to do each session. Practitioners make good use of Ticw the bear to actively develop the children's Welsh language skills.

Although the children do have opportunities to choose, there are insufficient occasions for them to develop their play and make their own decisions about their learning. Many activities are too adult led with resources already selected for the children.

Care, support and guidance: Good

A range of appropriate and interesting learning experiences promotes successfully the children's health and wellbeing including their spiritual, moral, social and cultural development. They all learn successfully to distinguish right from wrong and are starting to understand the concepts of honesty, fairness and respect. As a result of good learning activities and practitioners as successful role models, the children are starting to understand about living and sharing with others.

The supervisor is also the child protection governor for the school. The setting has appropriate policies and procedures in respect of safeguarding that reflect the All Wales Child Protection Procedures 2008. The practitioners have undertaken training and as a result the setting's arrangements for safeguarding children meet requirements and give no cause for concern.

There is a good level of guidance for children and their families. The practitioners make beneficial use of the expertise of other professionals, including the Wales Pre-school Providers Association, Designed to Smile and the health visitor to support and help the children to achieve. The playgroup works closely with them and has effective systems in place to identify and meet additional learning needs, address any concerns and provide valuable help for the children so they can progress and achieve.

Children develop an effective sense of awe and wonder about the world in which they live by discovering in their garden area, the forest school experiences and visitors to the setting.

Learning environment: Good

There are sufficient practitioners including the supervisor who is also the registered person for the group, they have relevant qualifications and appropriate experience of working with young children.

The playgroup has effectively established a setting that is inclusive and values the diversity of the children's backgrounds. There is a good supply of high quality resources that are well-matched to the children's needs and are sufficient to address the requirements of the Foundation Phase. Accommodation is suitable and used effectively to promote the Foundation Phase outcomes. The immediate environment is used well to enhance existing facilities and the playgroup make good use of the school grounds. Children develop their knowledge effectively through a series of forest school visits and experiences.

All children have good access to the curriculum and there is an effective range of policies and procedures that actively support the children's learning and achievements and keep them safe. A complaints procedure successfully ensures that parents are aware of how to make concerns known and that they will be taken seriously.

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| Key Question 3: How good are leadership and management? | Good |
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Leadership: Good

Leaders are successful in meeting national and local priorities such as Designed to Smile, for which they have achieved a Gold award, and re-cycling. Leaders effectively understand their roles and they give clear direction to all. Practitioners and children are valued and well-managed. There is a sense of purpose in the playgroup. The leaders and all practitioners focus very effectively on the needs of the children and they have actively created a positive ethos where there are high expectations of all.

Appraisals and training improve the skills of the practitioners well for the benefit of the children. There are consistently good links with parents who all confirmed when spoken to that they are involved with the group and are able to support the learning and progress of their children.

Improving quality: Good

The setting has made consistently good progress since their previous Estyn inspection. Self-evaluation identifies effectively strengths and areas for development and results in positive gains for the children. Any issues are quickly addressed and changes made successfully benefit the provision. Practitioners know the setting and the children well and effective changes have had a positive impact on children's achievement and practitioners are able to evidence how the playgroup has improved since the last inspection.

Practitioners attend training and have good opportunities to work with colleagues, for example in the forest school. They work together effectively with the school and other local groups and share ideas that result in successful developments within the setting.

Partnership working: Good

The partnership with the school is excellent. The children make successful visits to the nursery and the teacher and assistants come to see them regularly on an informal basis. Effective communication ensures a very smooth and positive transition experience for the children. The nursery teaching staff work exceptionally well and very closely with the practitioners in the playgroup and this effectively ensures children's continued wellbeing, safety and happiness. The playgroup is considered a valuable part of the school and as a result has developed a highly effective relationship that prepares the children for school well and consistently shares information to support the children and their families. The playgroup shares their resources and as a result makes good use of school resources too, for example the hall and the outdoor area surrounding the school. The head teacher provides active advice and support to the playgroup.

The playgroup is a member of the Wales Pre-school Providers Association and as a result there is good support for any children with additional learning needs and their families. There is an effective relationship with Flying Start, Speech and Language and other professionals such as the health visitor to support and help the children and their families and as a result they achieve well.

Parents have a good level of information about the playgroup that is displayed in the large entrance and parents confirmed that they are kept successfully informed of their child's progress by speaking to the practitioners and by a completed assessment booklet, This is Me.

There is a good working relationship with the local authority teacher who visits the setting, providing support and guidance and as a result this has a positive impact on the standards of provision. Practitioners undertake training and meet with colleagues from other groups and share good practice to develop the provision successfully in the setting.

Resource management: Good

The setting uses resources effectively and practitioners are well-deployed including students on placement.

Outdoors is used well to develop the skills of the children across all areas of learning. The playgroup uses funding successfully and resource and equipment purchases are prioritised. There is an excellent partnership with the school and as a result they share and have extra equipment to benefit the children and extend their learning.

Overall the setting provides good value for money.

Appendix 1

Responses to parent questionnaires

Parents (spoken to) were very pleased with the provision offered. They spoke of their children's achievements, the effective learning environment and how they were kept up to date with the progress of their children. They all agreed the staff were approachable and that their children were happy and very settled.

Responses to discussions with children

Children enjoy coming to the playgroup. They like the staff and the activities particularly playing outside.

Appendix 2

The reporting inspector

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| Anne Manning | Reporting Inspector |
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Copies of the report

Copies of this report are available from the setting and from the Estyn website (www.estyn.gov.uk)

If available, the data report can be found on our website alongside this report.

Glossary of terms

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| Areas of Learning | <p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development |
| CSSIW | Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government. |
| Early Years Development and Childcare Partnership (EYDCP) | This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnership's conditions of registration. |
| Foundation Phase | The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age. |
| Foundation Phase child development assessment profile (CDAP) | Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012. |
| Local authority advisory teacher | These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds. |
| Mudiad Meithrin | A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh. |

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| National Childminding Association (NCMA) | This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support. |
| National (NDNA) | This organisation which aims to improve the development and education of children in their early years, by providing support services to members. |
| Wales Pre-school Providers Association (WPPA) | An independent voluntary organisation providing community based pre-school childcare and education. |