



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

**A report on**

**Cefn Mawr Playgroup  
The Old Canteen  
Plas Kynaston Lane  
Cefn Mawr  
Wrexham  
LL14 3AT**

**Date of inspection: February 2017**

**by**

**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:

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

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## Context

Cefn Mawr Playgroup is in the village of Cefn Mawr, in Wrexham local authority. It is located in a community centre adjacent to the local primary school. The playgroup employs three full-time members of staff. They are all suitably qualified and experienced to work with young children. The setting leader has been in post since April 2013.

The setting is registered to take up to 24 children between the ages of 2 and 8 years old in any one session. It offers morning and afternoon sessions as well as full day care, and provides Flying Start places as well as funded education places for three-year-olds. The setting provides funded education during both morning and afternoon sessions from Monday to Friday for 39 weeks of the year. There are eight three-year-olds currently on the register and of these, four are funded by the local authority. All children speak English as their first language. There are very few children with additional learning needs.

The setting was last inspected by the Care and Social Services Inspectorate Wales in January 2014 and by Estyn in May 2010.

## Summary

<b>The setting's current performance</b>	<b>Good</b>
<b>The setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The setting is good because:

- The setting offers a suitable range of learning experiences that engage and motivate most children well
- Practitioners use the indoor and outdoor areas successfully to provide the children with worthwhile opportunities to develop a good range of skills
- Practitioners have positive working relationships with all children
- The setting is developing useful procedures for observing children and assessing their progress
- Practitioners promote children's health and fitness successfully
- Practitioners have high expectations of children's behaviour

### Prospects for improvement

The setting's prospects for improvement are good because:

- The setting leader has a clear vision for the setting as a happy and continually improving environment
- All staff have a strong commitment to team work
- The management committee has a clear understanding of the setting's strengths and areas for improvement
- Partnerships with parents are strong
- Practitioners regularly update their skills by attending relevant training courses
- Resources are plentiful, of good quality and used well to support children's learning

## Recommendations

- R1 Increase opportunities to develop children's literacy and numeracy skills
- R2 Develop children's awareness of their own and other cultures
- R3 Provide worthwhile opportunities for children to learn about living sustainably
- R4 Improve self-evaluation and improvement planning so that it focuses appropriately on the standards that children achieve

### **What happens next?**

The setting will draw up an action plan that shows how it is going to address the recommendations. The local authority will monitor the setting's progress.

## Main findings

### Key Question 1: How good are outcomes?

N/A

**Standards: N/A**

**Wellbeing: N/A**

There is no report on children's progress, standards in their skills development, Welsh language and wellbeing. This is because the number of 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: Adequate**

The setting offers a suitable range of learning experiences that engage and motivate most children well.

Practitioners use the indoor and outdoor areas successfully to provide the children with opportunities to develop a good range of skills. For example, children develop their gross motor skills well in the outdoor area when playing with hoops and balls, and develop their social skills effectively when playing with others in the role-play area.

Staff have a good understanding of the Foundation Phase Framework and use this appropriately to identify opportunities to develop children's literacy skills. For example, they encourage good speaking and listening during story time and when joining in with songs and rhymes. Practitioners identify frequent occasions for children to develop their counting skills, such as when lining up to go into the outdoor area. However, planning does not focus specifically enough on developing children's literacy and numeracy skills through focussed and other tasks. Overall, there are not enough opportunities for children to develop their early writing skills through mark making.

Practitioners provide children with suitable opportunities to choose which activity they wish to engage in to develop their independence. However, there are limited opportunities for children to contribute to decisions about what and how they learn. Recently, the setting has begun to develop children's information and communication technology (ICT) skills well. For example, they encourage children to use digital cameras to record their work and to play games on tablet computers to develop their literacy and numeracy skills. However, there are insufficient opportunities for children to develop their thinking skills through problem solving and experimenting.

Practitioners plan and use Welsh regularly and effectively throughout the session. They provide a wide range of opportunities for children to use Welsh words and phrases as part of their routines, for example when choosing colours in the painting area or counting the number of children during registration. The setting promotes

Welsh culture and heritage appropriately through celebrating St David's Day, and visits in the local community, such as when exploring a local country park. However, overall opportunities for children to find out about Welsh history and culture are not well enough developed.

The setting uses the locality well to support children's understanding of the world around them, such as through visits to a local library and meeting the local police community support officer.

### **Teaching: Good**

Practitioners work hard to build positive working relationships with all children. As a result, all children feel well supported in their learning and confident asking for help. Practitioners collaborate effectively to share their skills and knowledge of the children's progress to ensure the best possible outcomes for them. They have a good understanding of the Foundation Phase ethos and know how to develop children's skills successfully through structured play. There is a good balance between child directed and adult led activities.

Practitioners intervene sensitively and use questioning well to support children's learning. They use positive praise effectively to build children's self-esteem and help them to persevere and concentrate. As a result, nearly all children demonstrate good behaviour and actively participate in activities.

Practitioners are good language models. This improves children's speaking and listening skills and extends their vocabulary successfully.

The setting has developed useful procedures for observing children and assessing their progress. They use this information well to inform future planning. Practitioners discuss how well the children are doing regularly and are beginning to track the development of their skills more formally. However, this tracking is relatively new and has not had time to make a significant difference yet.

Practitioners provide parents with appropriate information about their child's progress through daily informal feedback. They share useful assessment information with parents at a meeting prior to their child's transfer to primary school. Parents feel well informed about their children's progress and are confident that they can approach practitioners at any time.

### **Care, support and guidance: Good**

The setting provides a welcoming and nurturing environment that promotes children's wellbeing effectively. All staff treat each other and children with respect and sensitivity. Practitioners are effective in encouraging children to take responsibility for their learning and actions. Children play and learn together happily, taking turns and listening to each other's contributions well.

Practitioners promote children's health and fitness successfully. For example, they take part in daily tooth brushing and engage in physical activities, such as pedalling trikes in the outdoor area and using play equipment in the adjacent primary school. Practitioners encourage children to maintain good hygiene routines, such as hand washing before eating.

An appropriate range of learning experiences promote children's spiritual, cultural, moral and social development suitably. Children explore the features of other cultures when they celebrate different festivals such as Chinese New Year, Christmas and St Patrick's Day. However, overall opportunities to explore their own culture and that of others are limited.

Practitioners have high expectations of the children's behaviour, such as when asking them to help to tidy up after an activity or to follow instructions and cooperate with each other during their play. They promote empathy and turn taking successfully by modelling good behaviour to the children, for example when guiding their play in the role-play area.

Practitioners develop children's sense of curiosity and awe and wonder well, for example when growing plants from seeds in the outdoor area. They recycle materials for use by the children as part of craft activities. However, in general, there are not enough opportunities for children to learn about how to live sustainably.

The setting has well-established procedures in place to support children with Additional Learning Needs. Practitioners liaise appropriately with specialist services such as speech therapists to seek support when they need it.

The setting's arrangements for safeguarding children meet requirements and do not give cause for concern.

### **Learning environment: Good**

The setting is a friendly and inclusive community where all children feel valued, cared for and respected. All children have equal access to learning and to all activities. Practitioners have worked well to create a bright and attractive learning environment with all areas of learning clearly identified and resources easily accessible to children. These provide beneficial learning opportunities and allow children to choose activities independently. Practitioners match resources well to children's needs and interests. Daily risk assessments of the setting's indoor and outdoor environment help to ensure that the setting is safe and secure.

Displays celebrate children's work well, including their simple drawings and paintings. Numeracy and literacy displays around the setting help support children's skills development effectively. Children enjoy contributing to these and seeing their work valued.

The setting makes good use of its outdoor space to enrich children's learning experiences. For example, children enjoy growing a range of fruit and vegetables in their garden area and using a variety of tubes and containers to experiment with water and capacity.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The setting leader has a clear vision for the setting as a happy environment where all staff contribute to continuous improvement. There is a strong commitment to team



work within the playgroup. Practitioners work very successfully to share responsibilities. The setting leader has returned to the setting following maternity leave. During this time, other staff have taken on greater responsibility and developed leadership skills. The leader creates an environment where everyone's opinions are valued and there is recognition of the expertise and skills that practitioners have built up in different areas.

There are appropriate processes to manage the performance of practitioners and to identify individual and setting training needs that link appropriately to its action plan. Practitioners are clear about their roles and responsibilities. For example, one practitioner supports others in developing children's Welsh language skills.

The setting has an appropriate focus on national priorities, such as promoting healthy lifestyles and developing children's literacy and numeracy skills. It has made suitable progress in addressing the recommendations from the previous inspection and has developed a culture of looking for ways to improve.

The management committee has a clear understanding of the setting's strengths and areas for improvement. Managers provide effective support and challenge to the setting.

### **Improving quality: Adequate**

The setting uses a range of informal processes to evaluate its performance. Practitioners identify what they do well and aspects of provision that they need to improve. For example, they recognise when children are not using different areas of the provision and refresh or relocate them to make them more interesting. However, they do not always focus well enough on the standards that children achieve or what they need to do to raise these standards. Opportunities for parents and children to contribute to the self-evaluation process are limited.

Practitioners are open to new ways of working and respond well to reviews and advice from external partners, such as the advisory teacher. They use this information appropriately to improve the setting's provision.

The setting's action plan is a clear document that links well to the areas identified for improvement through the self-evaluation process. It sets out areas for development, actions to take, success criteria, the member of staff responsible and appropriate timescales. However, it does not allocate funds or resources to specific actions.

### **Partnership working: Good**

Partnerships with parents are strong. Practitioners keep parents well informed about the work of the setting and children's progress through the setting's noticeboard, newsletter and daily informal contact. Parents value this information and this helps them to prepare their children for activities and to support them with learning, such as sharing Welsh words or phrases.

The setting has beneficial links with the local community. It makes appropriate use of a local country park and the library to enhance learning experiences for children. The children have useful opportunities to meet and learn more about members of their community, for example through entertaining senior citizens in the community centre. A local football team has supported the setting by raising funds for resources.

The local authority advisory teacher visits the setting on a regular basis. She provides support and advice to the setting and practitioners have acted on this to improve provision. Practitioners regularly attend training courses on offer from the local authority and this helps them to keep up to date with new initiatives to improve teaching and learning.

The setting has a strong partnership with the local primary school. Staff from the school visit the playgroup regularly to meet the children and there is appropriate sharing of relevant information prior to children transferring to the school. Children have useful opportunities to visit the school, such as attending concerts and sports day. As a result, children feel more confident about moving to school.

### **Resource management: Good**

The setting makes good use of staffing and resources to support children's learning well. Leaders and managers make sure that the setting has enough suitably qualified and well-trained practitioners. Resources are plentiful, of good quality and used well to support children's learning.

The setting makes sure that staff can access training based on needs identified through the appraisal process. Practitioners demonstrate a strong commitment to self-improvement through attending training and learning from others. They make good use of training to improve provision, for example to develop observational skills when assessing children.

The management committee manages the setting's budget effectively and has suitable systems for keeping spending under review. Leaders and managers apply for additional grant funding and make good use of this to support identified priorities, such as improving provision for ICT.

The setting provides good quality care and effective teaching and leadership. As a result, the setting provides good value for money.

## Appendix 1

### Stakeholder satisfaction report

#### Responses to parent questionnaires

The number of responses received was fewer than 10. No data will be shown.

## Appendix 2

### The reporting inspector

Jonathan Wright	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.wales](http://www.estyn.gov.wales))

## Glossary of terms

<b>Areas of Learning</b>	<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"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	<p>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 partnerships conditions of registration.</p>
<b>Foundation Phase</b>	<p>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.</p>
<b>Foundation Phase child development assessment profile (CDAP)</b>	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
<b>Local authority advisory teacher</b>	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
<b>Mudiad Meithrin</b>	<p>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.</p>

<b>Professional Association for Childcare and Early Years (PACEY)</b>	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
<b>National Day Nurseries Association (NDNA)</b>	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
<b>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education.