



*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**

**Ewloe Green Playgroup  
Presbyterian Chapel  
School Rooms  
Mold Road  
Ewloe Green  
CH5 3AU**

**Date of inspection: November 2011**

**by**

**Mary Dyas**

**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:

<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

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section  
Estyn  
Anchor Court  
Keen Road  
Cardiff  
CF24 5JW

or by email to [publications@estyn.gov.uk](mailto:publications@estyn.gov.uk)

This and other Estyn publications are available on our website: [www.estyn.gov.uk](http://www.estyn.gov.uk)

**© Queen's Printer and Controller of HMSO 2011: 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 copyright in the material must be acknowledged as aforementioned and the title of the report specified.**

## About the setting

Ewloe Green Playgroup is an English medium setting which has been running for over 26 years. It is currently based in a church hall on the outskirts of the village of Ewloe Green. It is open from 8.45 to 11.15 am on Monday, Wednesday and Friday during the autumn term and from Monday to Friday from January to July during the school term.

The setting is registered to take up to 25 children aged between two and a half and four years. Most children live locally and the area represents a cross section of socio-economic groups. No children speak Welsh at home and 90% of children speak English as their first language at home. The setting welcomes all children and makes good provision for those with additional learning needs. At the time of the inspection ten per cent of the children had been identified with additional learning needs requiring special attention.

There were ten children on roll during the inspection of whom six were three year olds. Only four of these were present during the inspection. No children were in receipt of funded educational provision from the local authority. The setting was last inspected by the Care and Social Services Inspectorate Wales in January 2010 and by Estyn in November 2005.

## 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 overall judgement on the current performance is good because:

- All children enjoy coming to the playgroup
- Almost all children become involved in the activities provided for them and make good progress in their learning
- The setting provides a good range of interesting and stimulating activities which are planned to meet the learning needs of the children; and
- Relationships in the setting are warm and caring

### Prospects for improvement

The setting's prospects for improvement are good because:

- There is a long standing record of self evaluation for improvement
- Over time, targets for improvement have been addressed and achieved
- Practitioners in the setting work closely together with a shared vision for providing the best they can for the children in their care

## Recommendations

The recommendations for improvement are to:

R1 Continue to improve standards in, and provision for, Welsh language development

R2 Develop the children's knowledge of global citizenship and sustainability

R Consider ways in which the outdoor area might be made available for children to access independently through the session

### **What happens next?**

The setting will produce an action plan to indicate how it intends to address the recommendations.

## Main findings

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

There is no report on children's progress, standards in their skills 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**

Practitioners work well together and all have a sound knowledge of the children in their care. They provide good opportunities for the children to develop their knowledge and understanding of the Foundation Phase in well planned activities which succeed in engaging their interest and curiosity both inside and outside the setting. These planned activities enable the children to make good progress in communication, numeracy, ICT and the wider creative skills. Daily evaluations of activities feed into future planning. Practitioners make good use of open ended questioning to develop children's thinking skills. Good opportunities exist for the children to experiment with new experiences, to experience 'risk' and become independent learners.

Welsh is well used during group time through reading stories in Welsh and singing Welsh songs but the consistent use of incidental Welsh throughout the session to develop children's independent use of the language is limited. All children celebrate and learn about Welsh culture and traditions when they celebrate St David's Day. Good use is made of parents and carers to share their experiences and skills with the children to further enhance and extend their learning. Although there are good opportunities for the children to grow their own vegetables in the outside garden the understanding of sustainability and the need to recycle is underdeveloped.

#### **Teaching: Good**

All practitioners have a good knowledge of child development and this is reflected in their provision. Practitioners show that they understand well the requirements of the Foundation Stage and have high expectations of each child according to his/her stage of development. Behaviour is managed in a calm and positive way and as a result, all children learn the importance of thinking about how their behaviour affects others and to show kindness towards them.

Practitioners make some good use of open-ended questions to support and extend children's learning and teaching meets well the needs and interests of individual children. They provide interesting first hand learning experiences which engage the children and involve them actively in their learning. The flexibility of organisation ensures regular opportunities for children to make their own decisions and choices about their learning. The organisation of the setting gives the children many opportunities to try things out without over-direction or time limits and enables them to develop good thinking and problem-solving skills. As a result every child makes good progress according to his/her stage of development.

Practitioners know and understand the children well. They assess by observing the children while they are engaged in their learning experiences. The information gathered informs the next steps in planning and contributes to the Local Authority's transition document 'This is Me' which is shared with parents and carers at the end of the school year.

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

The setting has good arrangements to ensure children's health and wellbeing and arrangements for the support of children with additional learning needs. There are good arrangements for the support of all children with additional learning needs. Practitioners work closely with professionals and make use of the Wales Pre-School Playgroup Association referral scheme when appropriate.

Good procedures are in place to ensure that children settle quickly when they start at the playgroup. The setting provides a warm and welcoming environment for the children. Learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development.

The setting has procedures and an appropriate policy for safeguarding. All practitioners have received up to date training and understand their roles and responsibilities. Other policies are appropriately detailed and relevant. Learning experiences promote children's personal development well, including their spiritual, moral, social and cultural development.

### **Learning environment: Good**

The setting is fully inclusive, treats all children equally and successfully promotes the importance of valuing diversity. All children have equal access to all areas of the setting's provision. Resources are good and meet the needs of all children. The setting is an attractive, stimulating learning environment.

The setting employs sufficient well-trained practitioners to meet the needs of all children. They have an appropriate knowledge and understanding of the Foundation Phase. All practitioners are committed to improving their knowledge, understanding and skills through relevant training.

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

### **Leadership: Good**

The setting is efficiently managed. There are clear policies and aims which are understood and implemented well by all practitioners. There is a strong culture of self-improvement which helps to develop and maintain the good work of the setting. Leaders respond well to advice and support, ensuring that changes impact positively upon children's standards and the quality of provision. Good procedures are in place for the induction of new staff and students.

It has been parental choice that the setting practitioners have taken the lead with the management committee over the past few years. Practitioners have used input from the Care and Social Services Inspectorate Wales, parental questionnaires and their contact with the Local Authority's Early Entitlement team to ensure that their performance is reviewed. Regular management meetings are held and minutes are circulated to all parents.

Practitioners respond well to local and national priorities and are fully involved in training and developments connected with the Foundation Phase.

### **Improving quality: Good**

The setting has good processes to evaluate its strengths and areas for development. It regularly consults parents and about aspects of the provision and has responded to suggestions. The setting has been carrying out formal self-evaluation for several years. The recently produced self-evaluation document is a useful one which identifies many of the setting's strengths and appropriate targets for improvement. The setting has obtained the Wales Preschool Providers Association Quality Award.

Practitioners have made good use of Foundation Phase training, reviews carried out by local authority advisers to improve curriculum planning, assessment and organisation in the setting and have welcomed other settings to come and visit in order to observe their organisation.

### **Partnership working: Good**

This is a good feature of the setting. Good information is provided for parents about the activities planned for their children. The setting has a website where the activities planned for each day in the week are displayed and a copy is also put on the entrance door to the hall every morning. Parents are also asked to support the



setting on a rota which enables them to see the work of the setting and their own child's progress at first hand and to discuss any concerns with the staff. The setting welcomes input from parents who might have a talent or skill to share with the children and parents who responded to the pre-inspection questionnaire were very satisfied with the provision.

The setting has enjoyed a long established relationship with the Local Authority's Early Entitlement team. Practitioners value the support they receive and respond positively to suggestions and guidance.

**Resource management: Good**

The setting has a good range of up-to-date resources which contribute effectively to children's learning. Staff are deployed efficiently and make a significant contribution to the progress made by all children. The treasurer has an appropriate understanding of their budget and financial decisions are evaluated in terms of their impact on children's standards of achievement, progress and wellbeing. The setting provides good value for money

## Appendix 1

Due to the small number of questionnaires received there is no comment on the parent questionnaires.

## Appendix 2

### The reporting inspector

Mary Dyas	Reporting Inspector
-----------	---------------------

### Copies of the report

Copies of this report are available from the setting and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

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