Arolygiaeth Gofal Cymru
Care Inspectorate Wales

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

# A report on

# Bradley Playgroup

# Bradley Village Hall
# Glanllyn Road
# Bradley
# Wrexham
# LL11 4BB

## Date of inspection: January 2024

## by

## Care Inspectorate Wales (CIW)

## and

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

## About Bradley Playgroup

| | |
|---|---|
| Name of setting | Bradley Playgroup |
| Category of care provided | Full Day Care |
| Registered person(s) | Bradley Playgroup |
| Responsible individual (if applicable) | Alexzandra Newland and Vervaine Edwards |
| Person in charge | Alexzandra Newland |
| Number of places | 19 |
| Age range of children | 2 – 4 years |
| Number of 3 and 4 year old children | 3 |
| Number of children who receive funding for early education | 3 |
| Opening days / times | 09:15 – 11:45 Monday to Thursday from 09:15 – 11:45 |
| 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 | December 2019 |
| Date of previous Estyn inspection | June 2016 |
| Dates of this inspection visit(s) | 23/01/2024 |

## Summary

| Theme | Judgement |
|---|---|
| **Well-being** | **Good** |
| **Learning**<br>**(only applies to three and four year old children who do not receive education in a maintained setting)** | |
| **Care and development** | **Good** |
| **Teaching and assessment**<br>**(only applies to three and four year old children who do not receive education in a maintained setting)** | **Good** |
| **Environment** | **Good** |
| **Leadership and management** | **Good** |

## Non-compliance

**No non-compliance was identified during this inspection.**

## Recommendations

R1 Make effective use of observations and assessments to plan next steps in children's learning

## What happens next

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

## Main findings

**Well-being: Good**

Children are extremely happy at the setting. They settle quickly on arrival and are enthusiastic to start the day. They make many choices and decisions about their play. Most children learn to use confidently the extensive range of resources and equipment to construct their own play and develop their ideas. For example, they pretend to make cakes for their friends as they explore a large tray of flour with a variety of tools. Most children express themselves well, including those who do not rely solely on speech to communicate, because they know that practitioners will listen to them and respond.

Nearly all children enjoy attending and are very familiar with the routines of the setting. This helps them develop confidence and a sense of belonging. They feel safe and valued in the care of practitioners with whom they form positive and friendly relationships. They are easily comforted, for example, when upset following a fall. This has a positive effect on their well-being and self-esteem.

Nearly all children behave well and accept practitioners' gentle explanations about sharing and taking turns or being kind. Many children enjoy playing near each other as is appropriate for their stage of development. A few children are beginning to interact and play together. Most are beginning to understand the needs of others, to follow rules and respect other people.

Nearly all children are active and engaged in their play. They explore their environment enthusiastically and show curiosity about the world around them as they move from one activity to another. Most spend appropriate periods engaged in self-

chosen activities, demonstrating interest and concentration as they build a train track or tower of blocks or explore how torches throw light on the ceiling. They enjoy taking part in the interesting and useful opportunities to join in with adult-led activities, for example when helping to make Welsh cakes and joining in with sampling of the end products.

Nearly all children develop, learn, and make appropriate progress through the extensive range of stimulating opportunities and experiences provided for them. They develop confidence in making choices and asking for help when they need it. They enjoy purposeful opportunities to develop independence and self-help skills. For example, they learn to manage their own coats and personal needs such as hand washing and learning how to cut their own fruit and butter their own crackers.

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

There is no report on children's learning. This is because the number of three- or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

**Care and development: Good**

Practitioners follow a range of detailed policies and procedures that support them to keep children safe and healthy. Practitioners supervise children diligently and record their own, children's and visitors' attendance. They have a secure knowledge of how to protect children and know what to do if they have any concerns. Practitioners follow relevant policies and procedures in relation to accidents, incidents and administering medication. They have appropriate training in paediatric first aid. Practitioners know what to do in an emergency as they practise and record regular fire evacuation drills. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners implement good arrangements to keep children healthy. They follow effective hygiene procedures in relation to food preparation and nappy changing. They offer healthy snacks with milk or water to drink and ensure children wash their hands before and after eating, helping to develop their personal hygiene practice well. Practitioners encourage children to be physically active and ensure that they have plenty of opportunities to play outside in the fresh air.

Practitioners are kind, caring and supportive. They interact with children in a way that creates a friendly, relaxed environment in which children flourish. Practitioners develop warm relationships with children and promote positive behaviour well. They give lots of praise and use positive techniques such as distraction or explanation to manage minor issues. Practitioners speak respectfully to each other and children and are excellent role models. They create an atmosphere that fosters and promotes children's self-esteem well.

Practitioners provide an extensive range of exciting opportunities for children that promote their learning and development. They support children to explore resources and determine the course of their own play effectively. They support children's

learning, social and communication development through signing, conversation, discussion, and asking appropriate questions. For example, they sit and chat with children during snack time. Practitioners meet the individual needs of all children well, including those with emerging additional learning needs (ALN) They support them to develop independence and self-help skills effectively. Practitioners listen to and know the children extremely well which enables them to plan activities and experiences they know children will be interested in. They make careful observations of children's play and use this information to plan further activities to develop their interests.

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

Practitioners have a sound understanding of child development and the importance of play to develop children's social and well- being skills. They have a good understanding of the curriculum for non-maintained settings and, as a result, have made beneficial changes to the environment and how and what they teach. Practitioners provide a rich and well-planned environment for children to play and learn. They provide children with long periods of play, where they can revisit activities that they are interested in and allow time for them to engage deeply in their learning. They respond positively to children's interests and fascinations. They use this information effectively to adapt their planning to further engage the children in their learning. For example, they provide a cooking activity following a child's interest in making dough biscuits in the role play area.

Practitioners know their children well, their likes and dislikes, and discuss frequently how to respond purposefully to what children are interested in playing with at the setting. They are beginning to use assessments and observations to inform them of future experiences that they can offer. However, practitioners do not always make effective use of these to plan and teach the next steps in children's knowledge, understanding and skills development.

Practitioners are effective language role models and demonstrate a joyful approach to learning, showing excitement and enthusiasm in the children's play. They provide children with useful opportunities to develop their communication skills. They offer a range of worthwhile experiences to support children in the development of their fine motor and early mark making skills. They respond well to children's interest in books and stories and read familiar stories to them when requested. They introduce children to new vocabulary during tasks and ask questions to challenge their thinking. Practitioners provide beneficial activities and resources for children to develop their early mathematical and digital skills in the well-resourced areas of provision throughout the setting. Here they provide children with opportunities to measure, count and sort objects, for example when using weighing scales to measure cooking ingredients.

Practitioners model Welsh well throughout the session. They use simple greetings and introduce children to new vocabulary, for example naming fruit when reading 'The Hungry Caterpillar'. They use rhymes, songs, and phrases throughout the session and encourage children to join in. They help children to develop an

appropriate awareness of Welsh culture and belonging through celebrating events such as St Dwynwen's Day.

Practitioners promote children's social, moral, cultural, and spiritual development suitably. They offer children appropriate opportunities to learn about festivals and cultures from around the world and provide a range of books and resources to ignite children's interests in their lives and the lives of others.

Practitioners provide worthwhile opportunities for children to develop a sense of awe and wonder. They take walks around the local area where they encourage children to looks for signs of nature and take notice of the change of the seasons on their local environment. They provide valuable opportunities for children to develop an understanding of how to care for and treat living things, for example through visits to a local horse sanctuary. Here children have an opportunity to participate in a range of care routines. In addition, the introduction of the quiet sensory space has created a calm environment in which children have an opportunity to be quiet and reflect, as well as develop a sense of curiosity.

The setting works well with parents to identify children's individual needs and preferences. Practitioners keep parents well informed of their child's progress through regular updates, daily feedback, and the setting's social media page.

**Environment: Good**

Leaders and practitioners provide children with an extremely rich environment that supports their learning and development effectively. They ensure that they care for children in safe and secure premises. They have robust safety systems in place that include comprehensive risk assessments covering all aspects of their provision which help to reduce or eliminate potential hazards. Leaders review these regularly and practitioners sign them to acknowledge their understanding. Practitioners manage access to the setting well and demonstrate a good understanding of relevant safety matters through consistent daily checks of the environment. Leaders work well with the owners of the building to assure themselves all relevant building safety checks are carried out in a timely manner. All areas of the premises, furniture and resources are exceptionally clean and well maintained.

The setting operates in a village hall. The playroom is large and bright. The neutral décor helps to create an atmosphere of calm. Leaders and practitioners have developed the layout of the room to provide well thought out and distinct learning areas that invite children to come and play. There is ample space for children to move around freely and to access resources independently which are easily accessible in attractive storage containers such as open suitcases and wicker baskets. A small side room provides a quiet, sensory, or meeting space and a cloakroom area where children can practise hanging up their own coats and bags.

The outdoor play space is accessible directly from the playroom which allows children free flow access at times. Leaders and practitioners have developed a small, enclosed area which includes a range of open-ended resources to stimulate children's exploration and independent play. This allows children further valuable

opportunities to deepen and extend their learning. Children also access the secure car park, which is a larger area where they can, for example run and ride bikes.

Leaders provide good quality, age-appropriate furniture. They provide an abundance of interesting and developmentally appropriate resources. There is an emphasis on using natural materials in children's play. Authentic resources, such as china crockery in the home corner and real tools in the woodwork area, help children learn to take care of things, treat them with respect and to use items safely. Books and images in all areas of the playroom support children's learning well. For example, practitioners place books about colour in the painting area and images of many types of building are available with construction toys. Resources include those that promote cultural awareness, including the culture of Wales. These resources help to support children's understanding of their own lives and of those of people in their community and the wider world.

**Leadership and management: Good**

Leaders have created a warm, caring, and homely atmosphere at the setting. They have developed a strong sense of teamwork and practitioners work together effectively and support each other well. The statement of purpose is clear and provides an accurate picture of the setting, allowing parents to make informed decisions around the suitability of the setting for their child. Leaders identify the setting's strengths and areas for development accurately. There are valuable practices to evaluate the work of the setting and improvement planning is effective and has a positive impact.

Leaders work well with a range of partners such as the early years teacher to identify areas of improvement. For example, leaders have made beneficial changes to the settings environment to provide children with a range of real-life and natural resources. As a result, children play with greater engagement and higher levels of involvement.

Leaders prioritise funding appropriately to address any identified areas for improvement. This has a positive impact on children's learning in the setting. For example, they provide a range of beneficial family engagement activities where parents and carers attend specific learning activities with their children, such as outdoor learning. These provide valuable opportunities for families to play and learn alongside their children and learn a new skill together.

There are useful professional learning opportunities for staff, particularly those linked to the curriculum for non-maintained settings. These beneficial opportunities allow staff to develop their knowledge and improve their practice. Leaders implement safe and appropriate processes for recruitment and deployment of practitioners. They ensure that all practitioners have clear up-to-date job descriptions that contain information relating to their roles and responsibilities. They encourage practitioners to reflect on their own practice through supervision and appraisal processes. Leaders ensure that all staff develop in their roles appropriately.

Practitioners have close relationships with parents and carers, and they feel welcomed at the setting. Parents complete a profile all about their child, their likes, dislikes and how they can be best supported on entry to the setting. This provides leaders with valuable information which helps them plan how they can best address individual children's needs. Parents are kept appropriately informed of their child's progress regularly throughout the year and the setting's social media page.

Leaders work effectively with the local school and have developed over time strong and successful transition arrangements. This ensures that children are confident to move onto the next stage in their learning journey.

## 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:

| | |
|---|---|
| **Excellent** | Very strong, sustained performance and practice |
| **Good** | Many strengths and no important areas requiring significant improvement |
| **Adequate** | Strengths outweigh weaknesses but improvements are required |
| **Poor** | Important weaknesses outweigh strengths and significant improvements are required |

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Publication date: 26/03/2024

| Summary of Non-Compliance | |
|---|---|
| **Status** | **What each means** |
| **New** | This non-compliance was identified at this inspection. |
| **Reviewed** | Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection. |
| **Not Achieved** | Compliance was tested at this inspection and was not achieved. |
| **Achieved** | Compliance was tested at this inspection and was achieved. |

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

| Priority Action Notice(s) | | |
|---|---|---|
| Regulation | Summary | Status |
| N/A | No non-compliance of this type was identified at this inspection | N/A |

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

| Area(s) for Improvement | | |
|---|---|---|
| Regulation | Summary | Status |

| | | |
|---|---|---|
| N/A | No non-compliance of this type was identified at this inspection | N/A |

| Ratings | What the ratings mean |
|---|---|
| **Excellent** | These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being. |
| **Good** | These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being. |
| **Adequate** | These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children. |
| **Poor** | These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice. |

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**Date Published** 26 March 2024