A report on

Treuddyn Under 5's Playgroup

Ysgol Parc y Llan Campus
Ffordd Y Llan
Treuddyn
Flintshire
CH7 4LN

Date of inspection: July 2025

by

Care Inspectorate Wales (CIW)

and

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

About Treuddyn Under 5's Playgroup

Name of setting	Treuddyn Under 5's Playgroup
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Margaret Shaw, Caire Thompson
Person in charge	Margaret Shaw
Number of places	19
Age range of children	2-5 years
Number of 3 and 4 year old children	28
Number of children who receive funding for early education	7
Opening days / times	Monday- Friday (term time only) 8:00 to 17:30
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is not making a significant effort to promote the use of Welsh language and culture
Date of previous CIW inspection	17 December 2021
Date of previous Estyn inspection	June 2017
Dates of this inspection visit(s)	01/07/2025

Summary

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

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Strengthen policies, procedures and documentation to ensure that they identify and capture all potential risks and reflect the procedures that are followed by practitioners

R2 Ensure that Care Inspectorate Wales are informed in a timely manner regarding any changes to the details set out in regulations

What happens next

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

CIW and Estyn will invite the setting to prepare a case study for dissemination on their websites, in relation to effectively engaging with nature to develop curiosity in an authentic context to support children to make progress in their literacy skills.

Main findings

Well-being: Excellent

Nearly all children have worthwhile opportunities to make choices and decisions about how they spend their time at the setting. They choose where and with whom they want to play. Nearly all children express themselves confidently, as they know that their wants, needs and emotions will be listened to.

Nearly all children are happy, relaxed and enjoy their time at the setting. They are extremely comfortable in their surroundings and are familiar with the daily routines. Nearly all children develop positive, healthy relationships with their friends and practitioners, whom they frequently approach for support and enjoy spending time playing alongside. Nearly all children develop a strong sense of belonging. They are greeted warmly by practitioners, who sensitively support them to separate from their parents, ensuring that they feel happy to begin their day at the setting. They are extremely comfortable in their surroundings and are familiar with the daily routines. For example, when arriving at the setting nearly all children hang their bags and personal items in the allocated space confidently. Nearly all children behave exceptionally well. They use good manners, respect each other and share resources well. They enjoy receiving praise from practitioners for being kind and helpful.

Nearly all children have highly effective opportunities to develop, learn and use their imagination. They are curious and engaged learners who value the chance to explore their environment and become fully immersed in their play. Nearly all children enjoy exploring their interests freely, for example investigating how to open a fresh coconut using hammers and exploring the contents found. Nearly all children support each other in their play well. They help each other to fill containers with water and show delight at their achievements.

Nearly all children are developing a wide range of skills as they play and engage in a rich and effective environment. They benefit from a carefully considered layout, which provides many opportunities for them to become independent, enabling them to do things for themselves. Nearly all children are given time to practise skills such as washing their own hands alongside practitioners when having their nappy changed, usinging the toilet independently and tidy up after play. Children decide when to access food from the snack table throughout the session. Here they pour their own drinks and serve themselves cereal from the dispenser confidently. These experiences help to promote children’s self-help skills and build their self-esteem**.**

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: Excellent

Practitioners have an excellent understanding of their roles in how to keep children safe and healthy. They have a strong understanding regarding safeguarding matters and are confident in the steps to take should they have concerns. Practitioners follow and promote thorough hygiene and cleaning practices consistently as part of their infection control processes. They wear personal protective equipment (PPE) when undertaking key tasks, such as changing children's nappies and when serving food. Practitioners help to embed highly effective hygiene routines in children, such as washing hands before mealtimes and after using the toilet.

Practitioners effectively record and maintain a range of records, including accident, incident and medication logs. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners provide a range of healthy snacks and lunch is either freshly prepared on site or may be brought from home as a packed lunch. Practitioners ensure that mealtimes are organised, enjoyable, sociable and safe. They implement robust procedures to deal with children who may have allergies or intolerances. Practitioners ensure that children experience the benefits of getting out into the fresh air daily by accessing the outdoor play space and visiting the onsite woodland area.

Practitioners interact exceptionally well with children and build positive relationships with them. They are kind, caring and patient and work hard to ensure that children feel valued and enjoy their time at the setting. As a result, children approach them with great ease. For example, practitioners follow children's instructions when collecting specific resources to aid their play. They have a sound understanding of child development and its impact on children's behaviour. As a result, they skilfully tailor their approach to ensure children are guided to the behaviour that is expected of them. For example, some children were a little excited using a syringe to collect water, the practitioner suggesting that they could shoot the water over the fence avoiding any potential conflict with other children.

Practitioners know children's individual needs well, including those with additional learning needs (ALN). They seek beneficial advice and act on guidance from professionals when required. Practitioners carry out regular observations of children's play and this helps them to track their development and identify next steps. They follow children's interests well and respond to their likes and interests, adding interesting resources and activities to the environment. They engage with children sensitively and encourage them to think differently about how they may solve problems they face as they play, for example to consider how they may stop a toy car from falling off a ramp.

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

Practitioners have sound knowledge of child development and have high expectations for what children are capable of and can do independently. They have an excellent understanding of how children learn and are extremely attuned to the children in the setting and know them well. They use this knowledge successfully to plan a wide range of exciting learning experiences. These follow the interests of children effectively and build upon what

they already can do. As a result, nearly all children are highly engaged in their play, and make good progress in their learning from their individual starting points.

Practitioners carry out purposeful observations of children's play and record initial assessments to identify what children can do and identify their next steps in learning. They use these observations effectively to inform ongoing assessment and support progress. Practitioners work well as a team to set clear, focused targets and carefully consider how best to support children to develop and refine their skills. For example, after identifying that children's fine motor skills needed further development, they planned a purposeful range of opportunities to promote these skills. These included adding pipettes to the water tray, encouraging children to manipulate playdough, and adding small tools to the mud kitchen.

Provision for developing children's literacy, numeracy and digital skills is highly effective. Practitioners provide regular opportunities to share books and stories together, alongside reading materials throughout the setting such as information books and fact cards. These resources develop children's early reading skills well. For example, when observing cocoons in the butterfly station, a few children recall that they were once caterpillars and find the relevant fact cards to match.

Practitioners model an extensive range of mathematical language during play and demonstrate how to use digital resources to enhance children's learning effectively. As a result, children use mathematical language confidently when describing how many strawberries are in their bowl and use the instant camera effectively to proudly capture images of their clay creations.

Practitioners interact with children in the setting sensitively and are skilful language role models. They support children to expand their vocabulary using thoughtful questions. As a result, most children use a wide range of vocabulary when they talk about their play.

Practitioners plan exciting and engaging experiences for children to engage in nature and develop their curiosity and a sense of awe and wonder about the natural world. They encourage children to explore a nearby woodland area, to investigate what lives there and to listen out for sounds such as birdsong. Practitioners take good advantage of this outdoor space to expertly support the development of children's literacy skills. For example, they provide hammocks and comfy spaces for children to relax with a story book, encourage children to look for minibeasts under logs and match them to photographs, and talk with the children about what they can see and hear. As a result, children confidently point out birds and describe the leaf they have found as 'crunchy'. This practice is a strength of the setting.

Practitioners promote Welsh culture suitably by celebrating St David's Day and providing photos of castles in the block area. They successfully develop a sense of belonging in their community through worthwhile visits to the local farm shop where they buy bottles of milk to use back in the setting. Practitioners provide worthwhile opportunities for children to develop spiritually, morally and culturally through providing a highly effective range of resources from several cultures and celebrating festivals. For example, practitioners introduce stories and various musical instruments such as guitar, drums and maracas in addition to providing authentic resources such as chopsticks and traditional Chinese outfits throughout the setting. Practitioners embed the Welsh language and culture with the

children purposefully. They consistently introduce singing songs and basic incidental Welsh during activities and routines.

Environment: Excellent

Leaders provide a safe, well-maintained and exceptionally welcoming environment. Leaders liaise with the school to ensure that the required maintenance checks are completed in a timely manner. There is a secure system for entering and exiting the setting and visitors are routinely recorded. Practitioners undertake regular beneficial fire and lock down drills with children to ensure that they are all confident in the procedures.

Leaders organise the play areas superbly with children's needs at the forefront of the arrangements. They provide an environment that is extremely child friendly, with walls decorated in neutral colours and many natural materials, along with low lighting, providing a calm ambiance. Practitioners ensure that play areas are organised in a highly effective manner to stimulate children's curiosity, exploration and development. The high-quality low-level furniture and resources support children's independence, enabling them to follow their interests and direct their own play easily. Practitioners successfully facilitate and supervise children to access the bathroom and the outdoor play area, which are positioned away from the main playroom.

Leaders provide an extensive range of open-ended authentic resources and toys which are of excellent quality. Real-life, natural, re-purposed and recycled items are used to enhance all areas of the environment, which stimulate children's senses and imagination, enhancing their play experiences. The use of large and small loose parts such as sticks, wooden egg cups, crates and planks of wood are accessible throughout the setting. This enables children to use these items freely to elaborate their play promoting creativity and curiosity.

The outdoor environment offers a range of exceptionally rich play opportunities and learning experiences for children to develop their physical, imaginative and communication skills. The outdoor environment mirrors the extensive indoor play and learning opportunities, which enables children to follow their interests in the environment where they feel most comfortable. The outdoor environment is suitably sized, and houses a small, covered structure providing shelter to enable the space to be accessed in all weather conditions. In addition, the setting has access to an on onsite woodland area which children visit regularly.

Leadership and management: Good

Leaders have a clear vision for the setting, which has a strong focus on placing children at the heart of everything they do. This is communicated effectively to parents. Parents value the service provided and the progress that their children make at the setting. They are kept well informed about their child's development and progress. Leaders have high expectations of themselves, practitioners and children. They provide calm and positive leadership where adults and children are respected. There is a strong culture of collaboration where all staff feel valued. Leaders have worked hard to create an ethos of belonging and teamwork. This helps with developing an excellent environment in which children thrive.

There are thorough procedures for staff recruitment, ensuring that staff are well experienced and qualified. All staff hold a valid Disclosure and Barring Service certificate

(DBS). However, the responsible individuals do not ensure that Care Inspectorate Wales (CIW) are informed in a timely manner regarding any changes to the details set out in regulations.

Leaders have developed a clear statement of purpose that accurately reflects the setting. Policies and procedures are in place to support the day-to-day running of the setting, although a few require updating to fully align with current practice. There are suitable risk assessments in place; however, these do not always reflect what happens in practice or identify all the potential risks well enough.

Leaders conduct regular and purposeful supervision meetings with practitioners. As a result, there are meaningful targets set for practitioners identified training needs. Progress against these targets is reviewed systematically. Leaders work collaboratively with staff to identify valuable professional learning opportunities. They monitor the impact of training to ensure that key messages are embedded in practice, leading to improvements in provision that support children's progress in learning

Leaders use a wide range of first-hand evidence, including practitioner observations and discussions with external partners, to inform their self-evaluation and improvement processes. They use this information well to identify any areas for improvement and produce focused action plans. These plans make effective use of available grant money and focus sharply on improving provision to support children's progress.

The setting has effective arrangements for children, including regular visits from the local school's nursery teacher. Leaders ensure that relevant information is shared to supports children in their next steps in education. The strong partnership between school and setting helps to ensure that all children's needs are met and is a notable strength of the setting.

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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Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

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