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

# Buttington Trewern Playgroup

## Buttington Trewern School
## Cefn Road
## Trewern
## Powys
## SY21 8TB

## Date of inspection: September 2024

## by

## Care Inspectorate Wales (CIW)

## and

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

## About Buttington Trewern Playgroup

| | |
|---|---|
| Name of setting | Buttington Trewern Playgroup |
| Category of care provided | Full Day Care |
| Registered person(s) | |
| Responsible individual (if applicable) | Kate Urquhart, Monica Humphreys and Heidi Foster |
| Person in charge | Elaine Pattison |
| Number of places | 15 |
| Age range of children | 3-5years |
| Number of 3 and 4 year old children | 9 |
| Number of children who receive funding for early education | 9 |
| Opening days / times | Monday to Wednesday 8:30am-14:50pm; Thursday 8:30am-12:30pm; – Friday 8:30am – 11:00am |
| Flying start service | No |
| Language of the setting | English |
| Is this setting implementing the Child Care Offer? | Yes |
| Welsh Language Active Offer | The setting is working towards providing an Active Offer |
| Date of previous CIW inspection | 26/05/2021 |
| Date of previous Estyn inspection | October 2016 |
| Dates of this inspection visit(s) | 24/09/2024 |

## 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)** | **Good** |
| **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 Provide more opportunities for children to develop their independent skills

## 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**

Nearly all children arrive happily and enthusiastically at the setting. They separate from their parents well. They form positive relationships with practitioners who know them well, in an environment where they feel comfortable. Nearly all children are familiar with routines and expectations at the setting and have consistent practitioners caring for them. As a result, they develop a strong sense of belonging.

Many children make decisions around how they spend their time. They move freely around the indoor play spaces and outdoor provision when available. They choose resources that enable them to follow their interests, such as building blocks, farms, and baby dolls. Most children communicate their thoughts and ideas with staff and direct their own play confidently.

Many children enjoy playing together and making friends. They enjoy reading books to each other on the sofa and making lists while playing in the shop. Younger children play alongside each other appropriately for their stage of development. Nearly all children show enjoyment and interest during their play as they follow their own interests. As a result, they engage with activities throughout a session successfully and demonstrate perseverance to complete tasks. For example, they co-operate well with one another to pack away a parachute they have been using into a small bag successfully.

Nearly all children behave well and readily accept practitioners' gentle reminders to be careful, for example, when using scissors and knives to prepare snack. They have regular opportunities to name and talk about their feelings which helps them develop their sensitivity to the feelings of others. Nearly all children understand the need to

follow rules and respect other people's feelings. Many children use please, thank you or sorry spontaneously when interacting with their peers and adults.

Many children are confident to share information about their home and family and feel a sense of pride as they do so. They take great delight in their roles of responsibility within the setting, for example 'Helpwr Heddiw' where they help practitioners during registration time.

Many children develop their self-help skills suitably, when practitioners support and encourage them to try things, such as accessing the toilet independently, washing their hands before eating and putting on their coats and wellies to go on a walk.

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

Nearly all children are happy, curious and engage enthusiastically with the learning opportunities available to them. Nearly all children make good progress over time, particularly in developing their communication, social and problem-solving skills. Many children work together to find solutions to problems as they play and explore effectively, for example repairing an obstacle course which had been left in pieces.

Most children develop a love of books and develop their early reading skills successfully. They enjoy looking at books independently and with practitioners. When reading a book alongside practitioners, they predict what they think will happen next in the story confidently. They turn pages and enjoy looking at the text and pictures together.

Most children listen intently to practitioners and their peers and respond confidently. Many children talk enthusiastically about their play using a rich range of vocabulary highly effectively. Most children develop their early mark making skills successfully, such as writing their names in sand and creating a simple label for their soup creations in the mud kitchen area. Many write their names with help from practitioners with a few more confident individuals writing their names independently.

Most children are developing an effective understanding of the Welsh language and are beginning to respond to questions about the weather and their feelings confidently. A few children are beginning to use Welsh vocabulary independently in everyday situations, for example when counting 'diggers' in the digging area.

Most children are developing their physical skills well. They use a range of equipment skilfully to develop their strength and balancing skills, walking confidently over different textured surfaces outdoors. Nearly all children develop their fine motor skills successfully, for example, when making marks using a wide range of tools and by using tweezers and scissors to make special soup in the mud kitchen.

Most children make good progress in their mathematical development. They use mathematical language naturally in their play, for example recognising when cups are full or half full. They sort items confidently according to their colour and a few measure objects in the outside area with a tape measure. Most children count and recognise numbers up to ten confidently.

Most children develop their digital skills purposefully. They use an interactive board confidently to make marks, draw pictures and circle their names for self-registration. Many children use and explore programmable toys discovering how to create simple sequences and commands well.

Nearly all children make good progress in developing their creative skills both indoors and outside. For example, a few children pretend to be dragon trainers and make magical wands form natural materials they found. They produce an array of pleasant artwork such as pictures of rainbows and flowers. Many take part enthusiastically when singing familiar songs during circle time and use percussion instruments appropriately to accompany their singing.

**Care and development: Good**

Practitioners are aware of their responsibility to keep children safe. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. They record accidents and incidents accurately and parents sign them to evidence they have been informed. Practitioners conduct regular fire drills, and children are aware of the procedure to follow in an emergency.

Practitioners promote healthy lifestyles well and provide healthy food choices including fruit and water or milk to drink at snack time. Practitioners ensure that children have regular opportunities to be active and get fresh air when they allow access to the outdoors. They follow appropriate cleaning routines including regular cleaning of tables before food is served and wearing protective clothing appropriately. Practitioners encourage children to wash their hands and develop their personal hygiene practise effectively.

Practitioners are consistent in their interactions with children. They communicate with children appropriately, showing interest and enthusiasm in what children have to say. For example, they encourage children to talk about their families and home life during circle time and during their play. Practitioners support children to develop their communication and social skills effectively. They play alongside them and talk about what they are doing, using appropriate language for the children's ages and stages of development.

Practitioners celebrate children's achievements and use praise to celebrate good behaviour, such as when they share. Practitioners are excellent role models, speaking to each other and children respectfully. This contributes to an atmosphere that fosters and promotes children's self-esteem well.

Practitioners know children well and implement effective strategies, routines, and experiences to meet their individual needs. Staff implement routines to help children feel relaxed and understand what will happen next. For example, they let them know when it is time to tidy up for snack and when to collect their bags to go home.

Practitioners ensure that all children have access to the areas of learning within the setting. They identify children with emerging additional learning needs early and support them well. They work with parents, carers and outside agencies to support children with their developmental needs successfully.

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

Practitioners provide a calm and secure environment for children to play and learn. They know children well and have a good understanding of child development and the importance of giving children time to explore and play. They provide a good range of engaging and worthwhile experiences that support children's learning and development effectively, both indoors and outdoors. However, practitioners limit at times the opportunities for children to access the outdoor environment independently. As a result, children have limited access to the outdoor environment in which to develop their skills.

Practitioners are developing a good understanding of the importance of allowing children extended periods of uninterrupted play and how this helps children develop their ideas and skills. They consider the children's interests and use them as a starting point to plan experiences and activities effectively, for example planning a range of stimulating activities in the outdoor kitchen area in response to children's interest after visiting the local garden centre.

Practitioners use observations of children's play effectively to inform planning that focuses on the children's next steps in learning well. This approach builds on the children's knowledge and skills successfully. However, opportunities to develop children's independent learning skills are not always built upon appropriately, such as during snack time.

Practitioners are good role models and support children to develop their language skills through caring and encouraging interactions. They provide them with time and space to explore mark making and early writing skills with a range of resources such as pens, crayons, chalks, and paint.

Practitioners promote children's love of books by reading stories with them. They take time to reflect on ways to increase children's engagement with reading. As a result, they provide a range of relevant books throughout the setting that appeal to the children's interests. This has led to more children choosing to explore books when playing.

Practitioners enable children to develop their physical skills well. They encourage children to take calculated risks in their play and challenge themselves physically, supporting them to develop resilience, independence and confidence.

Practitioners provide beneficial experiences and ask appropriate questions to support children to gain a mathematical understanding of counting and shape. For example, they encourage children to count their steps up to 10 while playing games and sort vehicles according to size or colour in the small world area. As a result, children make strong progress in developing their mathematical skills. Practitioners provide worthwhile opportunities for children to use and understand the use of digital technology. For example, they model how to use a programmable toy and allow children time to explore how they work.

Practitioners model the use of the Welsh language effectively. They enthusiastically encourage children to join in a range of Welsh songs and rhymes and model the use of familiar phrases and vocabulary during whole group sessions well.

Practitioners develop the children's spiritual, moral, and social skills effectively, for example by encouraging children to develop friendships based on kindness. They promote the Welsh culture well by celebrating Saint David's Day, discussing the local history and visiting the local iron works. In addition, they celebrate diversity successfully by studying the customs of Eid, Diwali, Chinese New Year and reading books that reflect the people of the world around them.

**Environment: Good**

Leaders and practitioners provide children with a rich environment that supports their learning and development effectively. They ensure they care for children in safe and secure premises. Thorough systems are in place for practitioners to manage access to and from the setting safely.

Leaders complete a range of written risk assessments that reduce risks effectively. They review these regularly and complete daily safety checks of the environment consistently. Leaders ensure regular building safety checks for the boiler; fire alarms and electrics are carried out under arrangements for the school. All areas of the premises, furniture and resources are exceptionally clean and well maintained.

Leaders provide children with a welcoming and well-decorated environment. The design and layout of the indoor room promotes children's curiosity well and allows them to play and learn successfully. They ensure that children have access to inviting resources to encourage them to engage in a wide range of activities that support their all-round development.

There is an abundance of natural materials and resources that children can use in a variety of ways, for example they use conkers for counting and as ingredients for their soup making in the outdoor mud kitchen. Authentic resources, such as china crockery in the home corner help children learn to take care of things, treat them with respect and to use items safely. Practitioners plan appropriate opportunities for children to develop a wide range of skills outdoors.

Leaders create a sense of belonging in children by providing them with individual coat pegs and displaying children's work to celebrate their achievements effectively. Storage is at a suitable height for children to access equipment independently. For example, blocks are kept on low shelves for children to select the ones they require to make buildings. Children have access to suitable toilet facilities which supports their independent self-help skills.

**Leadership and management: Good**

Leaders have high expectations of themselves, practitioners and children. They provide calm and positive leadership where adults and children are respected and supported to achieve their best. The statement of purpose is clear and provides an

accurate picture of the setting helping parents and carers to make informed decisions around the suitability of the setting for their child.

The setting is located on the site of a primary school and the working relationship between staff and leaders of both settings is effective. For example, leaders, teachers and practitioners work well together to plan the curriculum, which ensures continuity for the children as they transfer from the setting to the school. This close partnership is a strength of the setting.

Leaders' self-evaluation procedures are effective. They use a wide range of evidence to evaluate the work of the setting and identify strengths and areas for development well. The setting's improvement plans include a sensible range of targets and priorities, which allows leaders to improve the work of the setting appropriately.

Leaders manage and allocate resources purposefully to make improvements. They make effective use of grants and other funding to develop the provision at the setting and to provide greater learning opportunities for children. For example, they purchased resources to create a mud kitchen in the outdoor environment which has increase opportunities to develop children's communication, creative and problem-solving skills.

Leaders follow suitable induction processes and ensure that practitioners have up-to-date job descriptions, which include clear information about their roles and responsibilities. They implement an effective system for practitioners' supervision and appraisal that leads to agreed targets. Weekly meetings provide opportunities for all staff to discuss what has been successful and plan learning experiences and improvements for the next week. As a result, staff feel valued and well supported.

Leaders ensure that there is a strong culture of teamwork and shared responsibility across the setting. They provide staff with beneficial professional development that meet their needs well. For example, leaders have supported practitioners to access worthwhile professional development to support children's sense of Cynefin and Welsh language skills.

Practitioners are approachable, and parents are confident that any concerns they have are dealt with swiftly and appropriately. Practitioners communicate with parents effectively through social media to share photographs of their children's activities during the day and what they have learnt.

## 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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| 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.

| Area(s) for Improvement | | |
|---|---|---|
| Regulation | Summary | Status |
| N/A | No non-compliance of this type was identified at this | N/A |

| | | |
|---|---|---|
| | inspection | |

| 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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