Arolygiaeth Gofal Cymru
Care Inspectorate Wales

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

A report on

Camrose and Roch Playgroup

Camrose Community Centre
Pelcombe
Haverfordwest
SA62 6AA

Date of inspection: November 2022

by

Care Inspectorate Wales (CIW)

and

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

This report is also available in Welsh.

About Camrose and Roch Playgroup

Name of setting	Camrose and Roch Playgroup
Category of care provided	Sessional Day Care
Registered person(s)	
Responsible individual (if applicable)	Claire Smith
Person in charge	Claire Smith
Number of places	24
Age range of children	2-4 years
Number of 3 and 4 year old children	There are twelve three-year-olds and three four-year-olds attending the setting.
Number of children who receive funding for early education	Nine
Opening days / times	09:00 – 12:50 Monday to Friday Term time only
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	First inspection since registration
Date of previous Estyn inspection	01/2016
Dates of this inspection visit(s)	22/11/2022
Setting re-registered in 2020 when they became a CIO. The RI is one of the previously registered RP's. Last CIW inspection was 2018.	

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Ensure that the balance of adult-led and child-led activities is always appropriate.

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 on its work in relation to planning and implementation of their nursery rhyme theme to support and extend children's learning, for dissemination on their websites.

Main findings

Well-being:

Children have a very strong voice at this setting. They make many choices and decisions about how they spend their time. For large parts of each session children can choose what they play with. They use the wide range of interesting activities and resources provided to construct their own play and develop their ideas, for example choosing available resources and tools to make their own house pictures or working out how to winch their cars up in the garage lift. All children are confident communicators, including those who do not rely solely on speech, because they know that practitioners will listen to them and respond.

Flexible settling in procedures support children to feel secure and relaxed. Nearly all arrive happy and eager to start their day. A very few who are a little quiet or upset on arrival are well supported and soon playing happily. Children develop warm, close relationships with practitioners and know they can speak to them about what they want, for example when asking for more milk or for a story to be read. Children's rights underpin the settings policies and ethos. This has a positive effect on their well-being.

Children behave very well as is appropriate for their ages and stages of development. Nearly all children play co-operatively together or alongside each other, and occasional minor disagreements are quickly resolved. Children are very familiar with the routines of the session; they learn to follow rules and to respect other people and property, for example as they work together to help tidy up. They learn about using kind hands, about paying others compliments such as 'I like your shoes' and about using good manners.

All children are actively and continually engaged in their play. They have an extensive range of interesting and exciting activities to choose from. As a result, children learn to concentrate and persevere, with nearly all spending extended periods engaged in activities of their choice, for example using playdough to make cupcakes, building with blocks or exploring resources linked to Sing a Song of Sixpence. They demonstrate excitement about finding the mouse in the wood or manoeuvring the remote-control car around the floor. Children also benefit from worthwhile adult led group times such as book time and singing and, for the most part, join in with these enthusiastically.

Children develop and learn very well through the wide-ranging opportunities provided for them. Through moving between activities and following their own interests, children develop confidence in making choices and seeking help when they need it. They develop independence and self-help skills as they hang up their own coats, collect their lunch boxes, pour their own drinks and manage their personal needs such as hand washing independently.

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

Nearly all children make strong progress from their starting points. They make themselves understood and develop their speaking and listening skills successfully. Nearly all children are enthusiastic when talking about themselves or friends. For example, they give compliments and speak nicely to their friends when offering to help them. They show enjoyment when listening and carry out tasks in response to instructions. Many children speak with confidence and have well-developed language skills and an extensive vocabulary. For example, they talk about the mouse literally disappearing. Nearly all children recognise their own names. They behave as readers when looking at books, choosing them independently and talking happily about illustrations and stories with their friends.

Nearly all children join in enthusiastically with songs and rhymes in English, Welsh, Russian and Chinese. They do this daily and make purposeful choices about what language they use to sing. Many children develop their mark making skills appropriately in both the indoor and outdoor areas using a variety of writing tools.

Nearly all children use mathematical language in their play successfully. They talk about big and small cakes in the dough area, numbers on coins and blackbirds in the role play area as they pretend they are in a nursery rhyme. Many children count reliably to ten in English and Welsh, with a few children counting to much larger numbers.

Nearly all children use Welsh to count items and identify colours during their play. They sing Welsh number rhymes and songs throughout the session enthusiastically. They naturally use Welsh phrases and words with accuracy, such as saying thank you and when responding to the register. Nearly all children respond appropriately to Welsh instructions with increasing understanding.

Most children use information and communication technology (ICT) skills well. For example, they use a tablet computer to watch Welsh stories and to take photographs. Nearly all control remote control toys with accuracy and they are confident when using sound recorders in their play.

Nearly all children develop their co-ordination appropriately, for example by filling bird feeders with seeds and using small scoops to sort pom poms. They use spades and trowels in the sand area, knives to cut fruit and they pour their own drinks. In the outdoors they explore the woodland area, use bikes and scooters and run to get out of breath. Most children develop creative skills well. When learning about nursery rhymes, they sing, draw and play different roles with confidence. For example, in the role play area they pretend they are the maid hanging out the clothes, the king counting his money or the cook making a pie with ‘four and twenty blackbirds’.

Care and development:

Leaders have developed a comprehensive range of relevant policies and procedures to support practitioners to keep children safe. They review these annually. Leaders and practitioners have a secure knowledge of how to protect children and know what

to do if they have any concerns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners work well to keep children safe and healthy. They follow the settings policies and procedures in relation to hygiene and health and safety. They complete relevant records for accidents and incidents. Leaders have suitable systems for the administration of medication if necessary and the management of specific health needs of individual children. Leaders promote healthy lifestyles for children. They provide healthy snacks and milk or water to drink and participate in a healthy award programme. They encourage parents to provide healthy options in lunch boxes and there are suitable systems to manage allergies. Leaders and practitioners enable children to spend a good amount of time outside every day, which ensures that they get plenty of fresh air and exercise. Practitioners keep accurate attendance registers, visitors log and undertake practice fire drills, which all contribute to safe provision for children.

Practitioners are caring and supportive. They interact with children in a warm, relaxed and friendly manner, creating a positive, happy and vibrant atmosphere. Practitioners are calm and respectful in the way the speak to children and each other, making them excellent role models for children. A suitable behaviour management policy guides practitioners to use positive techniques such as explanation and demonstration to manage minor incidents, for example stroking a hand to demonstrate kind and gentle. As a result, children learn to manage their own behaviour in an atmosphere that fosters and promotes their self-esteem.

Practitioners successfully meet the needs of all children, including those with additional learning needs. They identify children who may have additional needs at an early stage and have very good systems for supporting them and their families. Leaders ensure that one-to-one care is available for children if necessary. They are proactive in accessing and acting on advice from outside agencies such as the local authority and speech and language therapists. As a result, all children make excellent progress.

Practitioners are extremely responsive to children. They join in effectively with children's play to support and extend learning, for example using a wide range of maths language, exploring books, discussing ideas and promoting the Welsh language. Leaders and practitioners plan an exciting range of relevant activities and experiences across all areas of learning and development. They take account of children's fascinations and interests as well as their next steps in learning and are flexible in their approach, or example, recognising when children want to continue exploring a theme beyond planned timescales. Leaders and practitioners have developed an effective system for tracking children's progress.

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

Practitioners have a strong and secure understanding of how children learn through play and exploration. They provide children with a wide range of purposeful and stimulating experiences in the indoor and outdoor areas, for example using numbered pebbles and large wooden circles, shells and driftwood to make clocks related to 'Hickory Dickory Dock'. Practitioners ensure that the provision is exciting,

interesting and stimulating and this is a strength of the setting. They allow children to make choices about where they would like to play. This results in them engaging well in activities and they have plenty of opportunities to follow their interests.

Practitioners plan for children to experience awe and wonder, for example searching for a little mouse in the woodland area after they could not find him in his house. They encourage children to make choices and decisions about their play and use questions to support understanding. Practitioners ensure that children enjoy a variety of stimulating experiences. However, at times adult-led time continues for too long.

Leaders and practitioners provide useful opportunities for children to develop their physical skills successfully. Practitioners encourage children to enjoy the outdoors through regular visits to the woodland area where they encourage them to look for bugs, hunt for animals and observe the trees and logs. Here they learn to negotiate slippery, uneven ground safely. Practitioners also provide plenty of opportunities to use large apparatus such as balance bikes, scooters, slides and a swing. This ensures that the children are challenged to develop their physical skills and to enjoy the world around them.

Practitioners promote children's communication and problem-solving skills appropriately. They encourage children to ask and answer questions and provide thought provoking comments about what they are doing, for example when pouring water down channels to move ducks and spiders. Practitioners provide children with plenty of opportunities to look at books and they read stories with warmth, allowing the children to develop a love of books and stories.

Practitioners provide children with beneficial opportunities to learn about other cultures and beliefs, through discussions, stories, songs and activities, for example singing in Russian and Chinese and learning about Diwali and Chinese New Year. They celebrate St David's Day and enjoy looking at the Welsh football team, the Welsh flag and a map of Wales in the learning environment. Practitioners work hard to promote Welsh during sessions. This ensures that the children enjoy plenty of opportunities to develop their Welsh skills successfully.

Practitioners make useful observations of what the children can do when playing. They gather information that fully identifies next steps in learning and ensures that children's interests are followed successfully. Practitioners are familiar with the requirements of Curriculum for Wales and they challenge the children in their play appropriately. Practitioners share information with parents on a regular basis, and they share ideas for learning and development at home. This supports families well.

Environment:

Leaders and practitioners provide children with an extremely rich and enabling environment that offers challenge and appropriate risk taking. This supports all areas of their learning and development. Leaders make very good use of grants to develop and enhance their environment.

Leaders and practitioners ensure that children are cared for in a safe and secure environment. They demonstrate a good understanding of relevant health and safety matters. They record daily, monthly and annual safety checks and all areas of the

setting are clean and suitably maintained. Leaders have developed good risk assessments, which they review regularly, and include outings and visitors to the setting. They consider hazards both inside and outside to ensure that measures are in place to keep children safe.

The playroom is large, welcoming and bright. Meaningful displays decorate the walls and include labels and signs in both English and Welsh. Children have plenty of space to move around freely and play as well as areas for them to gather comfortably as a group. Leaders and practitioners have developed the environment to ensure that children have independent access to wide-ranging, interesting and developmentally appropriate activities and resources. They make very good use of many natural and open-ended resources. Practitioners encourage children to take care of resources and to help tidy things up when they finish playing.

A large, attached outdoor play area wraps around two sides of the building and provides further extensive opportunities for learning and development in all areas. Children have opportunities to explore planting and growing through container gardening. They have further excellent opportunities to explore the more natural world in a secure wooded area a short walk from the main building. Leaders and practitioners have developed this area to include a large mud kitchen and seating. Additional grass areas around the setting are used for events such as sports day.

Leaders provide good quality, age-appropriate furniture and resources including some that promote cultural awareness such as dressing up clothes. Leaders and practitioners ensure that resources and equipment are clean, well maintained and appropriate for the children in the setting.

Leadership and management:

Leaders have a clear vision to create a warm and welcoming setting where all feel well supported and highly valued. Leaders work closely with all practitioners and this has a positive impact on the progress that children make during their time at the setting. The management committee encourages leaders to create and maintain a positive teamwork ethic where staff support each other well.

The setting has a suitable range of policies and procedures that guides practitioners in their work effectively. Leaders accurately evaluate all areas of the setting's work and they share the ethos of the setting to develop a caring, warm and safe environment where children can grow, learn and develop through play.

There are sufficient practitioners who have relevant qualifications and experience to care for the children. They are aware of their roles and responsibilities and have detailed job descriptions. Leaders complete annual staff appraisals effectively; these identify useful targets for improvement. Practitioners attend purposeful training opportunities that develops their work effectively. For example, recent training on Curriculum for Wales has led to practitioners making informed decisions about the play opportunities offered throughout sessions.

Managers and leaders have suitable self-evaluation processes that support the work of the setting. They recognise their strengths and areas for improvement, although at times they do not celebrate the very good progress they make. Improvement plans

identify areas practitioners want to develop and funding is used appropriately to enhance the work of the setting. For example, leaders have installed child-friendly storage in the outdoor area that promote children's independence.

Managers and leaders have developed long lasting and strong links with a range of partners to fully support children's learning and development. There is a strong link with the local advisory teacher who offers strategies and guidance to the setting on a regular basis. Leaders implement effective systems to support children with additional learning needs. Well-established transition arrangements to the local feeder schools ensure that children are confident to move to the next stage of their education.

Leaders and practitioners enjoy close relationships with parents and carers. They work well together to ensure children's transition from home to setting is responsive to their individual needs. Practitioners keep parents and carers well informed about their child's progress through daily conversations and a closed social media group. Parents and carers are invited to attend regular events such as sports day and Christmas concerts.

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)

This document has been translated by Prysg (English to Welsh).

© Crown Copyright 2023: 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 material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 30/01/2023