Arolygiaeth Gofal Cymru
Care Inspectorate Wales

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

Final unpublished report

A report on

Deganwy Playgroup
Ysgol Deganwy
Park Drive
Deganwy
LL31 9YB

Date of inspection: February 2022

by

Care Inspectorate Wales (CIW)

and

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

About Deganwy Playgroup

Name of setting	Deganwy Playgroup
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Lisa Morgan
Person in charge	Lisa Morgan
Number of places	30
Age range of children	2 1/2 to 4 years
Number of children funded for up to two terms	14
Number of children funded for up to five terms	0
Opening days / times	8.45am to 2.30pm term time
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 does not provide an 'Active Offer' of the Welsh language. However the service has practitioners who speak Welsh with the children and are introducing the language through simple words, songs and displays.
Date of previous CIW inspection	
Date of previous Estyn inspection	01/10/2012
Dates of this inspection visit(s)	08/02/2022

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Most children have English as their first language, with a few also speaking Greek. A few children also speak Welsh at home.

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Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Continue to work closely with the local authority to ensure that the impact of training on the provision is regularly reviewed

R2 Ensure that the environment better reflects the children's own ideas and creative work

What happens next

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

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Main findings

Wellbeing:

Nearly all children choose where they want to play and enjoy exploring the different areas of the provision. For example, they decide where they want to sit to listen to a story or sing songs and practitioners respect their choices, showing that children have a voice and are listened to.

Nearly all children feel secure and sit or play alongside their friends confidently during play. All are excited to go outdoors, playing happily in the fresh air. Children confidently approach visitors to explain what they are doing and talk about their homes and families. They speak excitedly about their interests, such as demonstrating their dance moves, with pride. They have positive relationships with practitioners, whom they happily go to for support and reassurance.

Most children interact exceptionally well for their age and stage of development. For example, up to five children play together with toy animals, developing imaginary and exciting games. They are kind to each other and share happily. They show a good level of interest in what their friends are doing and make constructive comments. They listen to instruction well and, when asked, wash their hands when coming in from outside and before eating. They are happy and busy and say how much they enjoy coming to play with their friends.

Nearly all children are active and learn through play. Their delight is apparent when they pretend they are in a house, cooking together and taking care of their of their babies. They enjoy opportunities to develop physical strength and balance through riding pedal bikes and scooters. Many develop creativity and fine motor skills through activities in the mud kitchen and when gardening.

Most children develop independence well and feel at home with the daily routine. They collect their bags and coats to go to school or to go home. They choose books to enjoy and talk about with their friends. Their language is developing well through the many conversations they have with each other and practitioners. Children are becoming increasingly familiar with simple Welsh phrases and vocabulary and joining in with familiar songs.

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

Many children are beginning to make good progress from their different starting points. They are becoming enthusiastic learners. They demonstrate curiosity and readily explore both the indoor and outdoor areas. For example, nearly all children express delight when investigating the mud kitchen to make chocolate soup.

Personal and social skills are developing successfully. Most children share space and resources happily with each other. They collaborate well to share areas such as the kitchen role-play, and they take turns making cups of tea for each other. Nearly all children are very successful in their independence skills. For example, when

entering the playgroup, many children take off their coat without adult help and only a few children need a little support.

Many children are beginning to develop good mathematical skills through varied and exciting opportunities. They talk about capacity when making a cake with wet sand. Many children are beginning to understand and recognise numbers. With adult support, many children counted the number of rubber ducks to five in the water tray and a few children could find the corresponding number on a chart.

Problem solving skills are developing well. Children experiment with making objects balance. They use the wooden blocks to make their own structures and see how high they can balance a tower. Many children make their own obstacle courses outdoors. They use the tyres and balance beams and position them carefully so they can travel along them.

When practitioners read stories such as Sali Mali, many children show enjoyment and listen carefully and a few children make predictions as to what will happen next in the story. A few children are beginning to visit the reading area to look at a chosen book and handle books as readers. Nearly all children join in confidently with songs and rhymes, such as Incy Wincy Spider, with very little adult support. Nearly all children are learning to experiment with mark making in lots of different ways throughout the session. For example, they use muddy paint and brushes to make marks on the easel and chalks to draw pictures outdoors. Through daily routines such as circle time, many children are beginning to learn and understand simple Welsh language such as 'ble mae?' and most answer 'dyma fi,' enthusiastically.

Most children develop their physical skills successfully. They use a range of tools with good control and accuracy, such as when they practise cutting paper with scissors or when they manipulate playdough to make a model. They ride bikes with good co-ordination, and run with their friends outside, managing to avoid any obstacles in their way.

Most children successfully develop their creativity. For example, they take part in imaginative play and make each other delicious food to eat in the kitchen role play area. They design their own models in playdough, choosing from a range of materials such as feathers to decorate them. Through small world activities such as finding the hidden spiders, they are beginning to learn about habitats, and many children develop good information and communication technology (ICT) skills. For example, they understand how to use equipment such as cameras and take photographs to show their friends.

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Care and development:

Leaders and practitioners have established a range of effective policies and procedures to support children's health and well-being. Practitioners attend a suitable range of courses and follow practices relating to safeguarding children. They know what to do if they have concerns about a child. The setting's arrangements for safeguarding meet requirements and give no cause for concern. Practitioners ensure that children wash their hands, reminding them gently after they come inside from the garden. Practitioners have a good understanding of a healthy diet and provide nutritious snacks for the children. They ensure that children’s records are fully completed, including elements that relate to their health needs. Practitioners

complete a register detailing attendance, and minor injuries are noted and brought to parents' and carers' attention.

Practitioners are exceptionally thoughtful and provide nurturing care. They are aware of the importance of always using positive behaviour management strategies and support children well according to their individual needs. Practitioners are nurturing, calm and gentle with the children. They use quiet voices and made sure that all of the children understand, especially those with non-verbal communication, when counting down the minutes to tidy-up time. Practitioners speak to children sensitively and remind them of simple rules, such as to be careful when they choose a place to sit down next to their friends when waiting patiently 'on a train' to go to school. Practitioners use lots of praise and encouragement with the children, which is highly effective. Practitioners have positive relationships with parents and allow plenty of time at the start and end of the session in order to maintain a regular flow of information and continue to meet the children's individual needs. They adapt the provision to respond highly effectively to the children's individual needs, for example enabling children to take a favourite toy with them to take part in craft together.

Practitioners know the children very well and are able to provide an exceptional level of care for them. They know instinctively when to stand back and allow children to play on their own and when to guide and support. Practitioners plan interesting activities for the children, which includes outcomes to help them make good progress. Practitioners assess the children and complete ongoing progress records through a balance of child and adult-led activities. Practitioners promote children's play, learning and development and meet their individual needs highly effectively, often joining in games and using good humour with silly voices, much to the excitement of the children.

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

Nearly all practitioners work effectively together to plan a broad range of learning experiences that reflect the philosophy of the foundation phase successfully. They plan knowledge and understanding opportunities by providing drainpipes for children to experiment with to make cars go fast and slow. Practitioners create a stimulating learning environment indoor and outside. They ensure that there are open-ended natural play opportunities, such as sorting pine cones and conkers. Practitioners observe children's interests and add resources to the environment accordingly.

Practitioners use a range of valuable teaching strategies to encourage all children to engage in their learning. They use open-ended questions skilfully to develop children's language such as asking what might happen next in a story. They develop children's thinking skills, by asking them to predict what will happen if they make their tower very tall. Nearly all practitioners are excellent language role models. They work alongside children and comment on their play. For example, they talk about the play dough being "squidgy" or "soft".

The setting's provision to promote children's literacy skills is effective. Many practitioners share books with children, which promotes good book handling skills. However, a few children do not readily pick up a book to read unless an adult is with them. Practitioners provide worthwhile opportunities for children to develop their mark

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making skills, using a range of media such as chalk, different sized paint brushes and felt tipped pens. There are beneficial activities to develop children's numeracy skills. Children have regular opportunities to count, for example counting scoops of compost to make soup in the mud kitchen. Nearly all practitioners promote mathematical language effectively. They encourage children to talk about full and empty when filling containers.

The setting benefits from a fluent Welsh speaker and as a result all children have good opportunities to hear incidental and conversational Welsh throughout the session. This has had a positive impact on many children's Welsh language skills. For example they confidently say "yma" and "dyma fi" during registration. Many practitioners use every-day Welsh appropriately during routines to greet and praise children. They also encourage children to sing familiar Welsh songs such as "bore da" and listen to simple stories. Practitioners promote children's awareness of Welsh heritage. They use display boards to celebrate Welsh culture by showing a map and pictures of local attractions.

The setting has a routine in place, and as a result children understand the rhythm of the session and what happens next. Practitioners encourage all children to be independent. For example, they wash their hands before snack with little adult support. However, at snack time practitioners do not always take full advantage to further opportunities to enrich children's literacy, numeracy and independence skills.

The setting promotes children's cultural awareness appropriately by celebrating events and religious festivals, such as Chinese New Year, by exploring and tasting new foods.

Practitioners provide beneficial opportunities for children to use ICT equipment to enhance their learning and to develop their communication skills purposefully. For example, they use remote control cars, and cameras to take photographs of work they are proud of.

The setting has suitable arrangements to assess and track children's progress and development. Following COVID-19, the setting is beginning to reintroduce observation practices and staff discuss how to support children's learning. For example, practitioners developed a "scissor station" when they identified that children need more practice. They provide parents with valuable updates about what their child has been learning throughout the year via their "Treasure books".

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Environment:

Leaders ensure that the environment is safe for the children. For example, the main door and playroom entrance are locked, making the premises safe from unauthorised access. Risk assessments effectively identify any potential hazards and keep children safe. Leaders ensure that practitioners understand their role and responsibilities and they supervise children well during activities. The premises are clean and resources washed to ensure a good level of hygiene. The premises are well maintained with an effective underfloor heating system, lighting and bright decoration. The outdoor play area and garden are secure and children go out every day to play whenever they choose. Regular fire drills are carried out and recorded, which show that leaders are aware of how to keep the children safe in the event of an emergency.

Leaders provide an effective learning environment. However, there is insufficient children's work displayed to give them a sense of achievement and belonging. Leaders ensure that the setting is a fully inclusive community where all children have equal access to activities and areas of the provision. Leaders make sure that children are well cared for in a supportive and relaxing learning environment, which considers children's interests and their individual needs. A good range of resources is accessible, allowing children to develop their own play and independence by selecting their own toys and equipment confidently. For example, there is effective low level storage, which is easily accessible to the children, with Welsh language labels. The play room and outdoors are divided into learning areas with a range of toys and equipment, many natural, such as wooden blocks, which the children enjoy playing with and find interesting.

Leaders ensure that children have access to a range of resources and equipment that are of good quality, natural and recycled, such as tyres for planting and pipes for racing cars, suiting the children's ages and stage of development. Practitioners ensure the effective rotation of resources to keep children's interests and maintain an uncluttered environment. Practitioners encourage children to follow their interests, and develop their curiosity. For example, a child's interest in dinosaurs led to a range of learning opportunities. Suitable tables and chairs enable everyone to sit together to eat snack or engage with table top activities.

Leadership and management:

The manager has a very clear vision for the setting. She collaborates successfully with all practitioners and there is a strong focus on creating a positive, caring ethos where everyone feels valued. As a result, all staff are highly motivated, and the setting is a caring and welcoming place for all children.

The committee receives up-to-date information about the setting's work from the manager. They meet regularly to discuss any issues that arise and to talk about future improvements. The manager provides feedback from committee meetings to all practitioners. As a result, the committee and staff feel fully informed and able to contribute actively to the work of the setting.

There is a strong commitment to teamwork and the leader works collaboratively with practitioners to develop children's well-being and learning successfully. Practitioners have clear roles and responsibilities within the setting. The manager follows robust recruitment procedures, and they ensure that the setting has enough suitably qualified practitioners who are deployed well to facilitate play and learning effectively.

The manager has high expectations of herself and practitioners, and they discuss ways to improve through effective annual appraisals and regular supervisions. Although appraisals record opportunities for continued professional development and courses undertaken, the setting does not always fully consider the impact that training has on practice through regular monitoring or reflection. Practitioners have completed training to prepare for the new Curriculum. This has had a positive impact on children's opportunities to develop new skills, especially in the outdoors. For example, following training, practitioners implemented free flow access to the outdoors, resulting in all children having more choice of areas to explore.

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The setting has effective processes in place for self-evaluation. Managers involve practitioners, parents and children in the process. The self-evaluation accurately reflects the work of the setting, their strengths and what they need to do to improve. For example, having identified the need to improve opportunities for Welsh in the routines, managers implemented a development plan. Now children are making good progress in their Welsh language skills.

The setting has developed a worthwhile range of partnerships. It communicates effectively with parents through email, social media and daily face-to-face contact. There is a helpful termly newsletter, with useful suggestions to support their child's learning at home. The setting provides parents and carers opportunities to be involved in their child's learning. For example, children take Ticw's Adventures book home and with their parents they take photographs to record how they spent the weekend. As result, parents can be involved in their child's experience at the setting.

Transition arrangements into the setting have changed during the pandemic. However, the setting has worked hard to ensure that parents and children are supported through the process. Many new parents welcome phone calls to talk about their child's likes and dislikes before they start. This means that children settle into the routine of the setting quickly.

The setting has established beneficial links with the local school and communicates regularly with the nursery teacher. They take part in special events such as sports day. As a result, children have a smooth transition in to school. The setting has worthwhile links with the local authority advisory teacher, and acts on her advice and guidance appropriately.

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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:

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

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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. 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

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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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