



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Bagillt Playgroup & Toddlers  
Beechcroft  
Highfield Road  
Bagillt  
CH6 6BW**

**Date of inspection: November 2012**

**by**

**Anne Manning**

**for**

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

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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## Context

Bagillt Playgroup was first established about 44 years ago. The medium sized setting is situated in the village of Bagillt near the town of Holywell in North Wales. The setting is managed and run by a core team of three qualified supervisors.

The playgroup is held on the ground floor of a converted house that is also a community centre, meaning that the practitioners have to set out and clear away equipment almost every day. The playgroup has the use of three rooms, two large rooms, one for circle time, a smaller room for craft and messy play. The entrance has information for parents to view when they drop off or collect their children. The provision is set out in the larger room and is divided into areas for play. Outside; there are good opportunities for a variety of outdoor activities in an enclosed garden area.

The setting is open during term time for five mornings and children are aged from 2 and a half to three years of age. The playgroup is registered with the Care and Social Services Inspectorate Wales to provide care for up to 25 children who attend a varying number of sessions.

The last CSSIW inspection was in October 2010 and this is the second inspection by Estyn.

At the time of the inspection there were three children aged three, but only one of those was present during the inspection mornings. None of the children are eligible for funding during this Autumn term.

Bagillt Playgroup is English speaking, providing care and education for children from families for whom nearly all this is their first language. Nearly all are White British and no children this term have additional needs.

The group has an equal opportunities policy and an admission procedure that welcomes all children. Nearly all children attending the setting are from the local area or a radius of three miles and come from a range of social backgrounds.

Bagillt Playgroup receives support from Flintshire Early Education and is a member of Wales Pre-School Providers Association.

## Summary

<b>The Setting's current performance</b>	<b>Good</b>
<b>The Setting's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the setting is good because:

All practitioners use a good level of Welsh with the children.

There is a good range of interesting learning experiences for the children indoors and out.

All teaching is good.

Care support and guidance for the children and their families is good.

Children can choose to play inside or outside.

### Prospects for improvement

The prospects for improvement are good because:

There is an effective working relationship with the local authority.

Leadership and management of the group are good.

Resources and accommodation are used effectively to promote and extend the learning of the children.

## **Recommendations**

R.1 Always record when children need more skill development opportunities.

R.2 Evaluate and review the use of the communication friendly space.

R.3 Provide more opportunities for mark making outdoors.

### **What happens next?**

The provider will produce an action plan that shows how the setting will address the recommendations.

## Main findings

### Key Question 1: How good are outcomes?

N/A

There is no report on children's progress, standards in their skill development, Welsh language and wellbeing. This is because the number of relevant children present at the time of the inspection was too few to report on without identifying individual children.

### Key Question 2: How good is provision?

Good

#### Learning experiences: Good

All children benefit and enjoy well planned activities. Planning includes long term, medium and weekly plans that also show a focus task and an evaluation. Children have good opportunities for outdoor play and they can decide for themselves whether they want to play indoors or out. Children learn effectively about the changes in weather and the seasons by closely observing the changes in the pear in their garden. They develop a sense of awe and wonder by looking at toadstools growing in the grass.

Children learn to respect and to care for living things through their work with mini beasts, digging and planting. Children use a magnifying glass with confidence to observe their finds more closely.

Although children have good opportunities to mark make inside there are insufficient mark making opportunities outdoors.

All children develop skills using ICT during circle time with talking tins, using a telephone, remote control and programmable toys such as Bee bot and by using a camera to take photographs of their friends and their achievements.

Practitioners use a good level of Welsh with the children. They learn about festivals and the traditions of Wales by celebrating St David's Day. Children spontaneously use Welsh when they tidy up. Ticw the Welsh bear encourages all the children to speak Welsh because practitioners re-create the same activities that he enjoys in his stories and books, for example, putting him in the construction area.

Activities often include a short walk in the immediate environment outside the playgroup to extend the learning of the children.

#### Teaching: Good

Practitioners make good use of questioning to develop the learning experiences of the children. They use a good level of Welsh both on a formal and informal basis and they make good use of Ticw the Welsh bear to encourage children to use the language.

Language and learning opportunities are effectively encouraged through activities and experiences. All practitioners have high expectations of the children and use a good range of strategies to interest children, enable them to settle quickly and help them to learn. Practitioners make the most of informal language development opportunities, for example, watching leaves blowing in the wind and talking about the weather and what they can see happening.

Practitioners are good language models and provide activities in doors and outdoors that are sufficiently challenging for the children.

Practitioners observe the children at every session and although they note their progress and achievements, they do not always record when children need more skill development opportunities.

**Care, support and guidance: Good**

All children are given plenty of choice and encouraged to decide for themselves. Children are then helped and supported with the decisions they have made such as putting on their coats to go outside. All children have good opportunities to learn how to take care of themselves, for example, how to wash their hands appropriately and to clean their teeth through the Designed to Smile initiative.

A range of policies and procedures support the children and their families. Practitioners are very skilled at settling the children and use a range of good strategies.

Learning experiences promote children's personal development including their spiritual, moral, social and cultural development. Children are happy and secure with the adults around them and they are confident to ask for support.

Any children with additional learning needs are able to have one to one support. A co-ordinator risk assesses and then targets are set for the children. Wales Pre-School Providers Association supports the playgroup with a referral scheme and assisted places.

The setting has an appropriate child protection policy and procedures for safeguarding and a copy of the All Wales Procedures is kept in the group. The playgroup has effective systems such as risk assessments in place to keep the children safe.

**Learning environment: Good**

There are three main practitioners working in the group. All are qualified in early years. Resources in the group are suitable and sufficient to address the requirements of the Foundation Phase. Resources actively encourage all children to learn and meet their learning needs. The accommodation is used very effectively particularly outdoors.

The playgroup has their own enclosed garden that provides a range of interesting learning opportunities. Although the local environment is used for walks, links with the community are insufficient.

The ethos of the playgroup is inclusive and takes into account and values the diversity of the backgrounds of the children. All are offered equal access to the curriculum.

Policies and procedures support the running of the setting, for example, a behaviour policy and equal opportunities policy. The setting has a complaint policy and parents are aware of how to raise a concern.

The room is well set out into areas of learning but the use of the communication friendly space needs to be reviewed and further developed to gain the interest of the children.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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**Leadership: Good**

Leadership and management are good because they provide a sense of direction, purpose and clear aims. There are high expectations and the focus is fully on the needs of the children. There is a very positive ethos and the setting is managed well.

There are well established links with parents that encourage and support the learning of the children. Although there is no committee, the three practitioners lead the group well. They are clear about their roles and responsibilities and fulfil these well.

Account is taken of relevant legislation, legal duties are fulfilled and information is used well to make effective decisions. National and local priorities such as Healthy Eating and Designed to Smile are met.

There are systems in place for practitioners to attend training and improve practice.

**Improving quality: Good**

The setting has made good progress since the last Estyn inspection.

There are newsletters sent out every half term to parents to keep them up to date with what is happening in the group.

Self evaluation results in positive gains for the children and the playgroup uses information effectively to identify areas of strength and weakness. The playgroup values the views of parents and other professionals in developing the setting.

Areas for improvement are prioritised and strategies for improvement are implemented.

The practitioners attend training to update their knowledge and skills including courses provided by education and Wales Pre-School Providers Association.

Although there are plans to visit other settings and practitioners meet with colleagues whilst training, there are too few opportunities for professional development.

**Partnership working: Good**

There is a trust and clear communication between partners that benefits the children and their families. There is a good working relationship with the local authority teacher who provides valuable support and guidance to deliver a range of learning experiences. The playgroup works successfully in partnership with parents to

improve the learning and well being of the children including an open day where parents can effectively see the work of the setting.

The playgroup works in partnership with Wales Pre-School Providers Association who provides support for children who have specialist needs. There is a joint Christmas party with the mother and toddler group and also another party at the end of the year in July and the playgroup are involved in fundraising. There is an effective partnership with Designed to Smile to encourage all children to care for their teeth. Ticw the Welsh bear goes home with the children thereby strengthening the partnership between home and playgroup.

There are good links with local schools that effectively contribute to good transition arrangements for the children when leaving playgroup and moving on to school.

**Resource management: Good**

There are a range of resources both indoor and outdoor that motivate children and encourage them to learn. Future resource needs are well planned for and the outdoors is used effectively to develop the skills of the children across all areas of learning.

Leaders effectively deploy their own resources and use the funding they receive well. Overall the playgroup gives good value for money.

## **Appendix 1**

### **Responses to parent questionnaires**

There is no commentary on the parent questionnaires due to the small number of responses received. (This is because there were only a small number of relevant children at the time of the inspection.)

### **Responses to discussions with children**

Children are happy and busy at the playgroup. They like all the staff, looking at photographs, playing outside and painting.

## Appendix 2

**The inspection team / reporting inspector – delete as appropriate**

Anne Manning	Reporting Inspector
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### **Copies of the report**

Copies of this report are available from the setting and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

If available, the data report can be found on our website alongside this report.

## Glossary of terms

<b>Areas of Learning</b>	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> <li>• personal and social development, wellbeing and cultural diversity</li> <li>• language, literacy and communications skills</li> <li>• mathematical development</li> <li>• Welsh language development</li> <li>• knowledge and understanding of the world</li> <li>• physical development</li> <li>• creative development</li> </ul>
<b>CSSIW</b>	Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.
<b>Early Years Development and Childcare Partnership (EYDCP)</b>	This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnership's conditions of registration.
<b>Foundation Phase</b>	The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from 3 to 7 years of age.
<b>Foundation Phase child development assessment profile (CDAP)</b>	Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.
<b>Local authority advisory teacher</b>	These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.
<b>Mudiad Meithrin</b>	A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.

<b>National Childminding Association (NCMA)</b>	This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.
<b>National (NDNA)</b>	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
<b>Wales Pre-school Providers Association (WPPA)</b>	An independent voluntary organisation providing community based pre-school childcare and education.