

The inspection of educational provision for children before compulsory school age

Nursery report on: Kiddies World Playgroup

Registered Nursery Education Inspector: Anne Manning

Date of inspection: 9 and 11 February 2010

Contract number: T/084/09N

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Report on the inspection of nursery settings in the non-maintained sector

Name of nursery: Kiddies World Playgroup

**Address: Acrefair School
 Tower View
 Acrefair
 Wrexham**

Post code: LL14 3SH

Telephone: 01978 810242

Persons responsible for day-to-day management - Emma Davies

Position - Supervisor

About the inspection

This inspection took place as part of a national programme of inspections of the educational provision for children before compulsory school age in Wales. It was commissioned by Her Majesty’s Inspectorate for Education and Training in Wales.

The purpose of inspection is to identify good features and shortcomings so that providers can improve the quality of education offered and help children achieve their full potential. Another purpose is to inform parents and the public about the quality of nursery education. A copy of the inspection report must be given to all parents/carers with a child at the nursery and should be available on request to other people.

Inspectors have used a five point scale to record all judgements. Grade definitions are:

- Grade 1** good with outstanding features
- Grade 2** good features and no important shortcomings
- Grade 3** good features outweigh shortcomings
- Grade 4** some good features, but shortcomings in important areas
- Grade 5** many important shortcomings

1.0 Context of the setting

Kiddies World Playgroup operate for five mornings and five afternoons every week during school term time.

The medium sized playgroup meet in the local school in Acrefair near Wrexham, North Wales. The playgroup is managed by a voluntary committee, with the general day to day running carried out by the practitioners. The premises are for the sole use of the group.

Kiddies World Playgroup is registered with Care and Social Services Inspectorate Wales to provide sessional care for 26 children and the last inspection from CSSIW was January 2009. The group have not had an inspection by Estyn.

Kiddies World Playgroup take children from the age of two and a half to four years of age. There are eight children attending who are below the age of three and five three year olds, of whom all are eligible for funding during this Spring term. The playgroup also provides care for 12 children aged four in the afternoon who have attended school nursery in the morning. Three practitioners, all qualified, work in the playgroup and they are supported by five other volunteers and students. The premises consist of a room with a sink, a small kitchen and the children go across to the school to use the toilets. There is a small enclosed play area with a variety of equipment and soft surface that is accessed daily. The playgroup children also use the school field.

Most children attending Kiddies World live in the local community with a few children coming from a wider surrounding area of approximately five miles.

The playgroup is English speaking, providing care and education for children from families for whom this is their first language.

Ethnicity is all White British and no children attending have any additional needs.

The playgroup has an equal opportunities policy and an admission procedure that welcomes all children. The local area served by the playgroup is neither advantaged nor disadvantaged.

Kiddies World Playgroup is a member of Wales Pre-School Playgroup Association and receives support from Wrexham Early Education.

2.0 Main findings of the report

2.1 The overall quality and standards of educational provision and whether or not the provision successfully promotes the goals for children's learning

The quality and standards of educational provision, taken overall, are appropriate and successfully promote the Foundation Phase Outcomes for children's learning.

2.2 Standards achieved by children in the seven areas of learning

In view of the small number of children aged three, in line with Estyn's policy, no judgements are made on their standards of achievement in the seven areas of learning. Instead, the report refers to the experiences that the setting provides to develop children's skills in the areas of learning.

Areas of learning	Grade for under-fives
Personal and social development, well-being and cultural diversity	
Language, literacy and communication skills	
Mathematical development	
Welsh language development	
Knowledge and understanding of the world	
Physical development	
Creative development	

2.3 Inspection judgement on the quality of education provided by the setting

Quality of education	Grade for under-fives
Quality of provision for children's spiritual, moral, social and cultural development	2
Quality of planning for children's learning	2
Quality of teaching	2
Quality of assessment and recording of children's progress, and reports for parents and carers	2
Quality of the relationships with parents, carers and the community	2
The contribution made by the setting to children's well-being	2
Quality of the leadership and management of the setting	2
The progress made by the setting in implementing the key issues for action identified in the last inspection report	N/A This is the first inspection by Estyn

3.0 The standards achieved by children in the seven areas of learning

In view of the small number of children aged three, in line with Estyn's policy, only provision is reported.

3.1 Personal and social development, well-being and cultural diversity

Good features

The playgroup provides opportunities for children to form relationships with the adults around them and with each other. The well established procedures and routines of the playgroup help children to settle quickly and know what to expect during the morning. Playgroup provision enables the children to share equipment and take turns, for example when using the computer and making sandwich fillings.

The playgroup encourages children to take responsibility for themselves when washing and drying hands before eating snack and by fastening up their own coats and aprons and attaching their own paper onto the easel ready for painting.

The playgroup provides opportunities for the children to be aware of the traditions and celebrations of the cultures of Wales as they sing songs, hear Welsh on an informal basis during the session and taste Welsh food including Welsh cakes. The provision includes opportunities for the children to dress in traditional costumes to celebrate St David's Day.

Children are encouraged to follow instructions and ask for support. The provision enables children to grow flowers, vegetables and plant bulbs. The playgroup provides an opportunity for the children to treat animals with care and respect as they make an annual visit to Ty Mawr Country Park.

Shortcomings

No important shortcomings but there are insufficient opportunities for the children to regularly handle and interact with animals.

3.2 Language, literacy and communication skills

Good features

There are good opportunities to look at books and to handle them correctly and with care. The provision develops writing skills and children learn that words have meaning and function as they find their names on place mats they have made.

The provision effectively develops mark making by using a variety of pencils, crayons, chalks and brushes on different surfaces. Listening skills are encouraged during circle, snack and story time and the children express opinions and share experiences with each other, practitioners and visitors to the setting.

There are opportunities to listen to stories in English and in Welsh and to join in. Children use language appropriately and the provision ensures daily opportunities to sing nursery rhymes and songs.

Shortcomings

No important shortcomings.

3.3 Mathematical development

Good features

The playgroup provides opportunities to use numbers through rhymes and songs, games and displays around the room. Children have an awareness of time as they follow the playgroup routine and they learn about capacity through play with sand and water and baking. Children are introduced to one to one correspondence as they make shapes with play dough and play games. Children have opportunities to sort blocks into colours, cars in a garage and different sizes of hoops. Playgroup encourages the children to use mathematical language and to develop an interest in numbers. Children learn to recognise simple shapes such as circle and triangle through inset puzzles and 3 dimensional shapes in construction as they build models. Playgroup enables children opportunities to count in both English and Welsh. Kiddies World Playgroup introduces the children to money through role play activities in their shop and in the café bistro.

Shortcomings

No important shortcomings.

3.4 Welsh language development

Good features

The playgroup introduces the children to the cultures and traditions of Wales and the children celebrate St David's Day. The children greet each other in Welsh and join in singing Welsh songs and rhymes including Goodbye Friends. There are good opportunities to listen to the Welsh language and children respond positively when praised in Welsh.

They count their friends in registration and have opportunities to use simple Welsh vocabulary and name a few colours during circle time and when waiting for snack. Playgroup ensures that children have a basic understanding of incidental words and phrases used regularly by the practitioners.

Shortcomings

No important shortcomings.

3.5 Knowledge and understanding of the world

Good Features

The playgroup provides an environment that encourages the children to be keen and confident learners and provides situations where children can explore and learn for themselves. The provision ensures that children know the names of basic parts of their bodies, for example eyebrows and eyelashes and some of their uses. Through a range of visitors to the setting, including the police, children are aware of the work of other people within their community. There are opportunities to talk about different places both within their immediate environment and further afield.

The playgroup encourages children to extend their experience of technology by using simple computer programmes and a CD player.

The group introduce children to the seasons and their features. There are opportunities to discuss where food comes from as they bake, grow their own vegetables and try new foods, for example tasting noodles as part of the celebration of Chinese New Year.

Shortcomings

No important shortcomings.

3.6 Physical development

Good features

Playgroup provides opportunities for the children to develop gross motor skills through the play environment. This includes using large toys that can be pedalled or pushed and apparatus on which to climb and slide. By taking part in physical and energetic play children learn about their own bodies. There are opportunities for the children to go on walks in the school grounds to collect leaves. Physical play includes simple rules and children follow these and stop play when asked.

Playgroup provides good opportunities to use a range of small equipment, for example pencils, crayons and scissors to develop fine motor skills. The provision promotes different ways of moving that develop confidence and opportunities to develop hand/eye co-ordination by threading and completing jigsaws.

Shortcomings

No important shortcomings

3.7 Creative development

Good features

Kiddies World Playgroup provides the children with good opportunities to use their imagination in the home corner, or when playing outdoors. The provision offers plenty of choice both indoor and outdoor when selecting and using materials. They have opportunities to paint, create their own images, mix colours with their hands and transfer this onto paper. Children explore and express themselves through a variety of materials. There are opportunities to discuss what they are doing both on going and completed and children are encouraged to have an opinion regarding the work of others. Instruments are available and children help themselves freely during the session, also using a CD player to select their choice of music. They enjoy singing and rhythm in music, playing simple instruments or using their voices to make different sounds. There are opportunities to dance and imitate movements.

Shortcomings

No important shortcomings, but the range of music that the children experience is limited.

4.0 The quality of educational provision

The quality of educational provision for 3-4 year-olds

4.1 The quality of provision for children's spiritual, moral, social and cultural development

Good features

Parents and carers are made effectively aware of the ethos of the playgroup through newsletters and information displayed on a notice board. Practitioners reinforce positive behaviour and provide good role models for the children.

Practitioners introduce children to the language of Wales in a bi-lingual way through words and phrases and to the culture and traditions of Wales through the celebration of St David's Day. Photographs evidence that simple multi-cultural activities and celebrations are integrated into the experiences of the children, for example Diwali and Chinese New Year. Children say a simple prayer before eating snack that affords a quiet reflective time. Kiddies World Playgroup has clear values that are well integrated and evidenced through the running of the group. The day-to-day activities and procedures effectively support the children's understanding of values and promote a respect for diversity of belief, attitude and social and cultural traditions. Feedback from all parent/carer questionnaires agree that the values and attitudes that the setting promote have a positive effect on their children. Practitioners encourage children to know the difference between right and wrong, be aware of the feelings of others and help their friends.

Shortcomings

No important shortcomings

4.2 The quality of planning for children's learning

Good features

Planning is based on the requirements of the Framework for Children's Learning for 3-7 year olds in Wales and the playgroup have made good use of the Early Education planning documentation and guidance to develop appropriate plans. Plans actively promote the development of Welsh language and promote the children's moral, social and cultural development and well-being. Weekly plans are displayed on the wall of the playroom for parents and carers to view. Plans promote racial equality and respect for diversity. They include effective use of resources and provide continuity and progression in learning. All children have equal access to the experiences and range of activities offered by the group and in addition, planning ensures a good balance and mix of these. Many activities are photographed and an evaluation is added that actively informs and improves teaching and learning.

Shortcomings

No important shortcomings but although practitioners are aware of and take into account the needs of individual children these are not always recorded.

4.3 The quality of teaching

Good features

There are three main practitioners in the playgroup who are all qualified to level 3 in Early Years. They are supported in their work by five other staff including students and volunteers. All practitioners have high expectations for the children and a good knowledge and understanding of the Foundation Phase outcomes and curriculum and methodology through training and guidance from Early Education.

Teaching makes an effective contribution to the progress and achievements of the children. A good variety of strategies ensures that both individual and group activities are effectively managed.

The advisory teacher from the LEA provides good support and has had a positive impact on the teaching and the experiences of the children. The practitioners, students and volunteers all work effectively as a team. They ensure that the children are organised to develop their knowledge and understanding.

Good use is made of resources and children have opportunities to work inside and outside to enhance their learning. Practitioners use good questioning techniques to consolidate and extend the learning of the children and effectively use informal opportunities both indoor and outdoor to build on children's learning. The way in which practitioners use the Welsh language with the children is an exceptionally good feature. Welsh is used very simply, it is understood by the children and spoken on a formal and informal basis during the session. It is brought into every activity, notably story time where there is a very effective mixture of both languages. This is of particular note, as neither practitioners nor children in the group are first language Welsh.

Practitioners promote racial equality and respect for diversity through their teaching and effectively provide opportunities for education through play in an environment in which children are encouraged to become involved and take part.

There are currently no children attending the group with any additional needs.

Shortcomings

No important shortcomings.

4.4 The quality of assessment and recording of children's progress and reports to parents and carers

Good features

Practitioners have a sound knowledge of children's progress, achievements, strengths and areas that require further skill development. Practitioners know the children well and there is a regular opportunity to discuss any issues with parents on an informal daily basis, before each session. Observations are recorded in a book and notes are made in journals that are displayed for parents when they arrive in playgroup. Parents receive the journals at the end of every term and can add any comments or observations of their own. Observations are used effectively to inform This Is Me assessment records that parents receive at the end of the Summer term.

All parents/carers agree that the setting keeps them well informed about the achievements of their child.

Appropriate strategies and procedures are followed to support children with additional needs and outside agencies and professionals are involved as necessary. The children's work is well displayed around the room, effectively ensuring that parents and carers are aware of what the children are doing. Photographs demonstrate play and learning and evidence the variety of activities undertaken by the children.

Shortcomings

On going assessments are not sufficiently used to inform future planning and identify areas of further development for individual children.

4.5 The quality of relationships with parents, carers and the community

Good features

The playgroup has a very good relationship with parents and carers in the group. Parents have new starter information and a booklet that also contains information about the Foundation Phase.

Parents are welcomed and kept informed about the educational provision through talking to practitioners when they arrive with their children, and by reading the notice board in the school entrance and outside the playgroup. All parents/carers agree that they have a clear understanding of what is experienced by the children.

Visitors to the group including the police and Kerb Craft contribute to the progress of the children. Children sometimes walk around the school field effectively extending their learning. Parents are involved when the group visits further afield and they accompany their children, thereby strengthening links between home and playgroup. Parents take part in fundraising and sponsor an Easter Egg hunt for the children. Playgroup has very strong links with the school and is involved with re-cycling and other school activities.

Shortcomings

No important shortcomings.

4.6 The extent to which the setting contributes to children's wellbeing

Good features

Risk assessments are carried out that promote the physical wellbeing of the children. All practitioners have had relevant checks to ensure suitability and most have achieved a First Aid qualification to enable them to care for children in an emergency. There are a range of policies and procedures that contribute to the wellbeing of the children. Kiddies World Playgroup puts into practice equal opportunities and practitioners treat all the children on an individual basis with equal concern. All

parent/carer responses on the questionnaires agree that the setting effectively promotes equal opportunities.

Practitioners pay due regard to Health and Safety and introduce simple but effective rules to ensure that the children keep safe. A child protection policy and procedure protect the children from harm and neglect. Three practitioners have undertaken training that effectively supports the group, and sharing expertise promotes awareness and contributes to the continued wellbeing of the children.

The supervisor has undertaken behaviour management training and a policy actively promotes the social wellbeing of the children and assures a formal framework that is known to parents and carers.

Shortcomings

No important shortcomings.

4.7 The quality of the leadership and management of the setting

Good features

Kiddies World Playgroup is well equipped with easily accessible resources, which enable children to become independent learners. The playgroup is efficiently and effectively led by a management committee within a secure stimulating environment for the children. The general day-to-day running of the group is carried out by the practitioners who effectively manage resources.

Kiddies World Playgroup is well managed and there is good co-operation between the practitioners, the local partnership and the link teacher and in particular with the school and this makes a major contribution to the standards and quality of provision. Practitioners have regular meetings and the playgroup has undertaken a simple self-evaluation and target areas for development have been identified. Practitioners have attended a range of courses including those organised by Wrexham Early Education that effectively update their knowledge and skills.

Shortcomings

No important shortcomings but outdoor play is underdeveloped.

4.8 The progress made by the setting in implementing the key issues for inspection identified in the last inspection report

Good features

N/A This is the first inspection by Estyn.

Shortcomings

N/A

5.0 Recommendations

The setting needs to:

Extend the assessment recording procedures to show clear links to planning.

Continue to develop planning by recording the individual developmental needs of the children and link this more clearly to assessment.

Develop the range of provision for outdoor play.

The provider must draw up an action plan within 40 working days, or 45 working days if the plan needs to be translated to or from Welsh, showing how the issues identified above will be addressed. The action plan must be given to all parents/carers with a child at the setting. A copy of the action plan must be sent to the Chair of the Early Years and Childcare Partnership or Children and Young Peoples' Partnership, as appropriate, and to the Local Authority. An evaluation of the action taken will form part of the next inspection.