



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

**Castleton Baptist Church Playgroup
Marshfield Primary School grounds
Marshfield Road
Castleton
CF3 2UW**

Date of inspection: December 2012

by

Mrs. Maureen E. Jones

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:

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

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Context

Castleton Baptist Church playgroup is an English-medium setting, which meets in a stand-alone building, within the grounds of Marshfield Primary School. The group has been meeting since 1988. Castleton playgroup is run as a charity by the local Baptist Church and is supported by a committee consisting of church members and parents.

The playgroup is situated in a semi-rural area on the border between Newport and Cardiff. The area is considered to be advantaged and consists of mostly private housing and a few local authority houses.

The setting is registered with Care and Social Services Inspectorate Wales (CSSIW) and offers twenty-six places per session. Children attend between the ages of two years six months and five years. The setting is open five mornings and five afternoons during school terms. Newport local authority funds 29 three-year-olds and 11 four-year-olds.

At the time of the inspection, twenty-four funded children attended on the first day and twenty-two children on the second day.

The majority of children come from homes where English is the home language and most of them are of white ethnicity. One child speaks Welsh at home.

At present, there are no children with additional learning needs.

The setting employs two full-time members of staff and four part-time members. The current leader has been in post for two years and has overall responsibility for the running of the playgroup along with the management committee. The local minister and a parent representative are the registered persons.

The setting was last inspected by CSSIW in December 2011.

The setting was last inspected by Estyn in March 2006.

Summary

The Setting's current performance	Good
The Setting's prospects for improvement	Good

Current performance

Castleton Baptist Church playgroup is a good setting because:

- all children are cared for, guided and supported well;
- the setting is well led and managed;
- there is a positive, enthusiastic atmosphere, where the contributions of adults, children and staff are valued;
- teaching standards are good;
- most children achieve well and make good progress in their knowledge, skills and understanding across many areas of learning; and
- the learning environment both indoor and outdoor is exciting and challenging.

Prospects for improvement

Castleton Baptist playgroup has good prospects for improvement because:

- self-evaluation effectively identifies the strengths and weaknesses of the setting and the areas that require improvement;
- practitioners understand their roles and are keen to develop their skills through attending training; and
- secure partnerships exist between the church members and the parents within the management committee.

Recommendations

R1. Improve and develop practitioners' and children's use of the Welsh language throughout the day

R2. Use observation and assessment information more effectively, particularly for the more able children

R3. Involve practitioners more in the process of self- evaluation

R4. Strengthen the partnership with the local school in order to provide good transition for the children

What happens next?

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

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

Many children show good standards of speaking and listening skills. They listen attentively at welcome time and actively join in the singing of English and Welsh songs.

All children respond enthusiastically in English and Welsh at registration. Most children are able to understand and respond appropriately.

Most children make good progress in developing their Welsh language skills during whole-group sessions.

Children's pre-writing skills are well developed. Children write their own names and recognize the names of their friends. Most children mark make extremely well and use a variety of writing materials, such as pencils and paint brushes.

Many children are developing good pre-number skills. They are able to count in both English and Welsh. For instance, the children count how many are present at registration. Many children recognize numbers to ten and can place them in the correct numerical order.

All children register independently on arrival. Creative skills, skills of enquiry, investigation and independent learning are developing appropriately through a range of stimulating and interesting play and learning activities. Many children choose their own resources and are able to concentrate for short periods.

The standard of children's Information, Communication and Technology skills is good. Most children have good computer skills and can use the mouse confidently.

Wellbeing: Good

All children are happy, feel safe and settle quickly into the routines and activities provided by the setting.

Children's standards of well-being are good. Children self-register and understand the importance of eating fruit. All children are able to make choices and select their favourite fruit.

Many children are able to discuss the activities that they have chosen and are confident when speaking to adults. Most children are able discuss their drawings and paintings and are able to use scissors correctly when involved in cutting out pictures for Christmas calendars.

Many children enjoy the stimulating activities and equipment in the out-door classroom.

Behaviour is good and children are polite to adults and children.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Practitioners provide a wide range of experiences to encourage all children to progress towards meeting Foundation Phase outcomes.

The provision for children's language, literacy and communication skills is good and is well developed across all areas of learning.

Planning is developing appropriately. However, practitioners do not always use observations and assessment information effectively enough to inform future planning, particularly for the more able children. Practitioners have a good understanding of the importance of good quality learning experiences. Practitioners work well together as a team and key workers have responsibility for a group of children.

ICT skills are good and many children use the equipment with expertise. Practitioners promote children's personal and social skills well. The children recognise the importance of washing their hands after using the toilet and after outdoor play. Most children are able to put on their coats and are able to ask for assistance in Welsh. Most children play and learn in the outdoor area where there is an excellent selection of resources. For instance, a music shelter, a shelter that celebrates Diwali, sand and water and a building area.

Practitioners successfully promote the development of Welsh at registration time and circle time. However, practitioners are less confident in using incidental Welsh throughout the day. The setting provides good opportunities to develop Welsh traditions and culture. Awareness of other cultures is appropriately developed through celebrations, such as Diwali. For instance, the outdoor shelter is decorated in such a way that the children can experience the many traditions of Diwali.

Children's understanding of global citizenship is good. They plant and grow vegetables in the outdoor area. Children regularly collect waste from snack time and gather grass clippings and dead leaves, which are placed in the re-cycling bin. Many children are developing a good understanding of the importance of sustainability. Children's thinking skills are good as they learn through first-hand experiences, such as buying and selling in the Post Office role-play area.

Teaching: Good

Overall, standards of teaching are good. Practitioners have a sound understanding of the Foundation Phase and its outcomes. As a result, most children achieve the outcomes in relation to their stage of development and ability.

Practitioners provide good quality, stimulating experiences across all areas of learning, both in the indoor and outdoor classroom.

Good quality adult support extends the learning throughout the session. Practitioners are good language models, and challenge and encourage the children to think, using open-ended questions.

Practitioners plan together on an informal basis. Assessment for learning is developing reasonably well. Individual files are updated regularly with comments and observations. Summative observations are made and recorded for all areas of learning. However, observations and assessment information are not used effectively enough to inform planning.

Care, support and guidance: Good

The setting provides a high level of care, support and guidance. As a result, children learn to socialise with their peer group and are confident in making choices.

The setting effectively promotes children's health and well-being. Parents provide fruit for snack-time and the children share and discuss the items with practitioners. The setting successfully promotes children's spiritual, moral, social and cultural development.

Safeguarding procedures and policies are in place and are reliable and informative. All practitioners have attended training. Risk assessments are carried out on a regular basis and staff sign and date all policies.

There are currently no children attending with additional learning needs. However, practitioners provide good support for less able children and monitor carefully their progress.

Learning environment: Good

The setting provides a welcoming and interesting learning environment. It is bright and informative and is an inclusive community. All children have equal access to all areas of the setting. There is clear emphasis on recognising, respecting and celebrating diversity.

The indoor environment is well maintained and has a range of high quality resources to meet the requirements of the Foundation Phase. Children are expected to take care of the resources and help tidy away at the end of the session.

The outdoor area is equipped with many interesting resources to engage the children's interest and enhance their learning. For instance, the children have an area where they are able to observe mini-beasts throughout the changing seasons. Displays are bright and informative and labelled in both English and Welsh.

Photographic displays are used effectively to encourage children to recall, remember and discuss past events. For Instance, cultural activities and celebrations.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

The leader of the setting promotes a positive ethos where children, parents and practitioners feel valued and respected. Practitioners have a clear understanding of their roles and responsibilities.

The setting meets local and national priorities with regard to outdoor learning, literacy and healthy living.

Practitioners are supportive of the leader who works extremely hard to continue good practice.

The management committee supports the setting extremely well and is responsible for setting budgets and other financial details. Members of the management committee are well informed and have a good understanding of the setting's strengths and areas for development.

Improving quality: Good

The self-evaluation report is a useful document, which identifies strengths and areas for improvement. The quality and accuracy of the report is good. An appropriate action plan is in place which identifies suitable targets for improvement. Practitioners contribute informally to the self-evaluation report.

The local authority link teacher works with the setting in writing its self-evaluation document and reviews it regularly with the leader in order to improve standards and quality of the setting.

A Welsh advisory teacher attends the setting and advises on the development of the Welsh language. Her advice is acted upon and is included in the planning across the curriculum.

Practitioners are well trained and experienced in developing the Foundation Phase. They regularly attend training courses to update practice and enhance professional development. As a result, the quality of learning experiences provided for the children and the quality of teaching is good.

The leader is involved in a network of professional practice. For instance, good practice is shared during visits to a local playgroup.

Partnership working: Good

The setting has a good range of partners who help to support, strengthen and enhance provision. They have good relationships with parents and this is reflected in the responses provided through the questionnaire. Parents are well informed through newsletters and by e-mail. Parents are able to speak with practitioners at all times and have confidence in the leader and the setting. The setting has an effective partnership with the local authority link teacher, which has impacted

positively upon the quality of provision. The leader develops useful network arrangements with other providers to share good practice. A good link has been made with a local playgroup which has been recently been established in the village. The partnership with the local primary school is developing appropriately with a focus on transition.

Resource management: Good

The leader manages her time and practitioners extremely well. The leader is an active member of the team and supports the work of the setting enthusiastically. Indoor resources are good and outdoor resources are excellent.

The leader and the management committee manage the budget and financial matters efficiently and effectively. They manage the resources together as a partnership and provide good value for money.

Appendix 1

Twenty four parents /carers responded to the questionnaires.

All parents feel that:-

- they are satisfied with the setting, their children are making good progress and they are well informed about their progress;
- the level of teaching is good.
- children behave well within the setting and are encouraged to be healthy and to take regular exercise;
- staff treat all children fairly and with respect;
- children are safe in the setting;
- children receive appropriate additional support in relation to any particular individual needs;
- they are able to approach the setting with questions, suggestions or any other problem; and
- the complaints procedure is understood.

Appendix 2

The inspection team / reporting inspector – delete as appropriate

Mrs Maureen E. Jones	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)

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

Glossary of terms

Areas of Learning	<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"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development
CSSIW	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<p>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.</p>
Foundation Phase	<p>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.</p>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012.</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings which provide education for three and four year olds.</p>
Mudiad Meithrin	<p>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.</p>
National Childminding Association (NCMA)	<p>This is a professional membership association working with registered childminders to ensure local high quality</p>

	home-based childcare, play, learning and family support.
National (NDNA)	This organisation which aims to improve the development and education of children in their early years, by providing support services to members.
Wales Pre-school Providers Association (WPPA)	An independent voluntary organisation providing community based pre-school childcare and education.