



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

A report on

Templetots Playgroup

**St Oswald's Community Centre
The Rectory Field
Jeffreyston
Kilgetty
SA68 0SG**

Date of inspection: October 2022

by

Care Inspectorate Wales (CIW)

and

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

About Templetots Playgroup

Name of setting	Templetots Playgroup
Category of care provided	Sessional
Registered person(s)	Not applicable
Responsible individual (if applicable)	Vicky Hancock
Person in charge	Vicky Hancock
Number of places	16
Age range of children	2 to 4 year-olds
Number of 3 and 4 year old children	Number of 3 year olds = 7 Number of 4 year olds = 4
Number of children who receive funding for early education	7
Opening days / times	Monday, Tuesday, Thursday and Friday 9:00-11:30am
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. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use their service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Date of previous CIW inspection	This is the setting's first inspection following its registration.
Date of previous Estyn inspection	May 2016
Dates of this inspection visit(s)	17/10/2022

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Provide more opportunities for children to hear and use the Welsh language

R2 Ensure that self-evaluation processes and plans for improvement focus sufficiently on children's progress

What happens next

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

Main findings

Well-being

Nearly all children make suitable choices and decisions about what affects them. They independently choose what activities and resources to play with. The majority of children express themselves well. For example, they describe how they are making a rainbow when playing with coloured pegs. Children know they will be listened to. For example, many make suggestions about what they would like to do when planning new themes and are confident their ideas will be taken account of. Children make suggestions about different aspects of the provision. For example, they tell practitioners what they would like on the snack menu for the following week.

Nearly all children settle successfully when entering the setting, and cope well with being separated from their parents and carers. They feel secure and are familiar with routines, such as snack time and circle time. Most children happily engage with one another and form positive relationships with practitioners. Children feel confident that practitioners will listen and respond positively to them. For example, when a child tells a practitioner they have finished their snack, they receive positive praise and a reminder to wash hands before returning to play.

Nearly all children make purposeful choices and confidently move freely between activities. For example, they choose to play with the cooking resources in the home corner or decide to build with blocks. Many children express their views clearly and confidently. For example, they enthusiastically express their delight at performing well when engaging in a race outside. Nearly all children co-operate well, taking turns and share with one another.

Nearly all children show purpose and curiosity as they engage in a range of activities appropriate to their stage of development. For example, they successfully use magnifying glasses to explore bugs and engage in sensory painting and printing opportunities. Most children speak confidently to friends and practitioners. They chat happily about how dinosaurs are feeling or about their favourite pizza. Overall, children listen to and follow instructions well, such as when they are reminded to use 'walking feet' rather than running when indoors.

Many children are developing a good level of independence during their play. For example, they collect their own belongings, use toilet facilities, pour their own drink and help to tidy up. Children are provided with support from practitioners if needed. Nearly all children are making good progress and feel a sense of achievement and pride as they succeed in completing activities. For example, they are delighted when they receive praise for zipping up their coat independently.

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

Nearly all children make good progress from their starting points. Most interact very well with each other, showing kindness and support for each other. For example, during snack time, most socialise confidently and develop their communication skills very well. They are happy to talk to peers and practitioners.

Most children play purposefully together, developing a range of skills as they play. For example, they work collaboratively and with perseverance to solve problems whilst hiding dinosaurs with the blocks. They successfully communicate their ideas and listen intently to each other's suggestions.

Most children demonstrate an interest in books and listen attentively to stories read to them. They make appropriate comments and answer simple questions about the content of the story. Most children join in with familiar songs and rhymes such as 'Ring a ring o' roses', which they use to help them to form a circle.

Most children enjoy mark making and experiment confidently using a range of equipment. They use a variety of media such as crayons, pens, chalk and paint brushes purposefully and many mark make independently, for example when making lists in the home corner or when making patterns on chalk boards.

Many children develop good mathematical skills and use simple mathematical language in their play. For example, they use pegs to sort and match by colour and build towers which they describe as being 'tall' and 'short'. A few children are beginning to recognise numbers. For example, they choose their bicycle by identifying the number displayed above it. Most children make accurate attempts to count objects such as pumpkins.

Most children develop their physical skills well. For example, they handle playdough cutting tools effectively. Most children demonstrate good physical skills and balance as they ride bikes or run around the outdoor track with great enthusiasm. They move from one level to another with increasing control and confidently take managed risks during their play.

Many children are developing effective information and communication technology (ICT) skills and frequently choose to operate equipment purposefully through their chosen activity. For example, they skilfully use a till and a scanner to pretend to purchase items in the home corner.

Nearly all children are curious about the world around them, for example when using a magnifying glass to investigate insects, leaves and puddles. Many children develop their thinking and creative skills well, which impacts positively on their learning. For example, the children use their senses effectively to explore apples and use appropriate vocabulary to describe their colours and aroma.

Children are learning to respond to simple Welsh words and phrases and to sing simple Welsh songs together. However, the children's use of Welsh is underdeveloped.

Care and development:

Practitioners implement the setting's policies and procedures to keep children safe and healthy effectively. They are clear about their responsibilities in reporting any child protection concerns and have suitable policies to support this. All practitioners have completed safeguarding training. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners' complete accident and incident records appropriately and ensure that they are shared with parents and carers. Practitioners are aware of the procedure to follow in an emergency and undertake regular fire drills with the children. Arrangements for staff

to sign in and out of the building are in place. Practitioners practice good hygiene procedures consistently, washing their hands regularly and dealing with intimate care such as toileting and changing appropriately. They promote healthy lifestyles by ensuring that children have access to nutritious snacks and milk or water to drink. They act as good role models, gently prompt and support children to wash their hands and encourage them to use their 'listening ears' when necessary. Practitioners support children's physical development well, by providing regular opportunities to engage in physical play.

All practitioners are very caring and supportive. They are positive role models and communicate with children in a warm, friendly manner, using verbal and non-verbal cues. For example, they sit and engage with children during activities, interacting and modelling positive skills. Practitioners implement new strategies across the setting, promoting awareness of other people's feelings and playgroup rules with children. They manage children's behaviour well, using a kind and nurturing approach to their interactions, often at children's level. They praise children for sharing resources and taking turns and use distraction techniques to reduce unwanted behaviour effectively. Practitioners successfully support children to transition from self-directed play to group activities, for example reminding children they have five-minutes left before it is snack time or time to sing together.

Practitioners support children's interests well. For example, when children play in the role play kitchen, they discuss healthy fruit and meal options. Practitioners encourage children to follow their own ideas. For example, children add to existing resources, developing their own ideas, which include painting apples. Practitioners know the children well and identify children's individual needs and interests successfully. Many practitioners are knowledgeable about individual children's development. Leaders are introducing simple planning in line with the new curriculum for Wales and targeting next steps in children's development. Practitioners work effectively with outside agencies and access training to ensure that they have the knowledge and understanding to support children with additional learning needs effectively. Practitioners promote equal opportunities and diversity successfully and are beginning to introduce children to basic Welsh language patterns.

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

Practitioners know the children very well and respond skilfully to their varying needs, interests and abilities. The setting has an inclusive ethos where children's individual qualities are valued. Practitioners use a range of positive strategies successfully to manage behaviour. They are good role models, encouraging children to be kind and to show respect to each other.

Practitioners provide an effective learning environment for the children develop their skills as they play. As a result, children remain fully engaged in play for extended periods of time. Practitioners demonstrate a good understanding of when they should intervene and when it is beneficial for periods of uninterrupted active learning.

Children decide how and where they would like to play and learn. This helps them to make good progress and naturally develop their literacy and numeracy skills through play. Practitioners model appropriate language very well and regularly interact with the children to extend their vocabulary as they play.

Practitioners make good use of the outdoor area and encourage children to develop independent skills and find the appropriate equipment to complete a task. For example, they help to set up activities in the outdoor area as the children work out which material would be best to wipe the rain off the bicycle seats. Practitioners provide meaningful opportunities for children to learn how to care for their environment and to show respect for living things. For example, practitioners arrange regular gardening sessions with a local gardener. The children grow strawberries in a poly tunnel, and this creates awe and wonder about the world they live in. The outdoor area is particularly successful in promoting children's physical skills.

The provision to develop children's ICT skills offers a sufficient range of equipment which the children use regularly in their play. Practitioners develop the children's creative skills appropriately. For example, children choose their own colours and painting equipment to create interesting patterns when printing with apples.

Practitioners provide appropriate opportunities for children to learn and celebrate diversity. For example, throughout the setting children experience resources from different ethnic backgrounds and learn about different festivals, such as Chinese New Year. They promote the heritage of Wales by celebrating cultural events and traditions. However, provision to develop children's Welsh language skills is not fully developed.

Practitioners have developed a more flexible approach to planning to reflect children's interests and preferences more closely. Practitioners record observations in children's individual books, and these are used to inform future learning experiences. Practitioners provide parents and carers with beneficial information about their child's progress through frequent discussions.

Environment:

Leaders ensure that the indoor and outdoor environments are safe and secure. Thorough risk assessments are in place, which include daily checks of the environment. Leaders act promptly and respond efficiently to health and safety concerns. For example, a temporary lock being used whilst waiting for a faulty gate mechanism to be fixed ensures that children are kept safe. All required safety checks are completed, including boiler and electrical tests. Following the inspection visit, leaders have now ensured that all documentation is readily available on site. Visitors cannot access the setting unless admitted by a staff member and all visitors sign in upon arrival and out on departure. The premises are clean, and practitioners practise effective hygiene procedures. They wipe down tables before serving food and wear appropriate protective clothing. The toilet and nappy changing facilities are appropriate, and practitioners follow guidelines to promote children's privacy and dignity.

The premises are welcoming and provide an airy environment for children to play and move freely from one area to another. Leaders work well in the multi-use shared venue to ensure a varied range of interesting toys and resources, many of which reflect the natural environment. Children have access to appropriately sized furniture and areas which provide a range of effective learning opportunities. The secure, large outdoor area provides a variety of opportunities such as a mud kitchen, mark making area, and large track for children to play with ride on toys. Leaders promote

appropriate opportunities for free flow between outdoor and indoor environment most of the time.

A notice board in the entrance area, promotes the setting's mission statement and provides information about staff and safeguarding guidance for parents and visitors. Leaders provide a designated area for children to store their personal items, which supports a sense of belonging. They make sure that some of the children's artwork is attractively presented on display boards. Resources are clean and well maintained. There are a variety of play materials to promote cultural awareness, including Welsh heritage and diversity. This ensures that children gain a good understanding of the world they live in. Leaders make effective use of a range of grant funding to continually develop the provision.

Leadership and management:

The leader creates a very positive ethos for children, parents and staff at the setting. All staff work well as a team to provide a very caring and nurturing environment. As a result, children are happy and confident in their care.

The setting's statement of purpose and parent pack provides an accurate picture of the provision. The leader ensures that a range of relevant policies and procedures are in place. Practitioners have up to date job descriptions and their roles and responsibilities are clearly defined. The setting has safe and appropriate processes for recruitment and deployment of staff.

The leader has high expectations of all practitioners and successfully supports everyone to do their best. Overall, the setting makes very effective use of practitioners and resources to support children's well-being, learning and play.

All practitioners are committed to improving their knowledge, understanding and skills through relevant training. For example, they have reviewed their planning and procedures as they develop their approach to the Curriculum for Wales. The leader is very receptive to new ideas and responds to support from the local authority advisory teacher positively. The leader makes effective use of grants such as the Early Years Development Grant to support the children's speech and language skills.

The setting is currently in temporary accommodation, which serves a variety of groups in the community. However, the setting makes good use of the learning areas and resources available. The committee supports the work of the setting effectively. Members are currently supporting the leader to prepare for the move into their new premises.

Practitioners regularly discuss how they can develop and improve practices within the setting. However, improvement processes tend to focus more on provision and do not always focus sufficiently on outcomes for children.

The setting maintains a range of worthwhile partnerships. It provides an effective open-door policy for parents and carers to stay with their child to help settle them in. Practitioners keep parents and carers well informed about what their children are learning and how well they are progressing through informal updates. They share photographs of children's activities and communicate with parents further using a secure social media platform.

The setting has a close and beneficial working relationship with a range of support agencies, which provide advice and guidance such as supporting children who have speech and language needs. The setting has effective procedures for supporting children with additional learning needs.

Good links with local schools help children to move successfully to their next stage of learning. Individual pupil profiles are shared and transition meetings are held for children with additional learning needs.

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)

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