

# LLANDDULAS PLAYGROUP NURSERY

England & Wales · Charity number 1187159

## Details

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**Status** Registered

**Legal form** CIO

**Registered** 2019-12-30

**Register** [View on the Charity Commission register](#)

## Contact

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## Activities

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**Objects:** TO ENHANCE THE DEVELOPMENT AND EDUCATION OF CHILDREN IN WALES, FOR THE PUBLIC BENEFIT, BY ENCOURAGING PARENTS TO UNDERSTAND AND PROVIDE FOR THEIR NEEDS THROUGH HIGH QUALITY CHILDCARE PROVISION.

**Activities:** Provide preschool care and education for children from Llanddulas and the surrounding areas.

## Classification

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- **How:** Provides Services
- **What:** Education/training
- **Who:** Children/young People

## Geography

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- Conwy

## Finances

Period end	Income	Expenditure	Assets	Employees
2025-04-05	£77,401	£79,990	-	-
2024-04-05	£96,035	£70,664	-	-
2023-04-05	£64,715	£66,386	-	-
2022-04-05	£75,618	£73,110	-	-
2021-04-05	£74,816	£71,364	-	-

## Trustees

Name	Role	Appointed
<b>KEITH EELES</b>	Chair	2019-12-02
Lauren Heap		2019-12-02
Ruth Webb		2019-12-02
Sharon Edwards		2019-12-02
Susan Edwards		2019-12-02

**LLANDDULAS PLAYGROUP NURSERY**

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# Accounts

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## Llanddulas Playgroup Trustees Report 2025

We are a village playgroup that serves the village of Llanddulas and surrounding areas, catering for pre-school children from 2-4 years. We currently have 25 children on register and are in a reasonably secure financial situation. The trustees and staff feel that although parental support is good we do not always achieve success with fundraising thus staff work tireless without reward to ensure that playgroup operates at its full potential. With the recent amendments to the Welsh government Flying start scheme being offered to all 2 year olds in preference to the postcode availability in previous years, we now are operating at full capacity, and have a waiting list for spaces for the next academic year, which will provide financial security for the future. The setting is currently looking at renovating the premises to increase numbers of pupils attending to meet the demand,

Julie Heap Secretary

**DATE OF REPORT:**

06/05/2025

**NAME OF CHARITY**

Llanddulas Nursery Play Group

**INCOME/ EXPENDITURE FOR:**

6/4/2024 – 5/4/2025

Opening Cash Balance	£	<b>150.82</b>
Opening reserve Balance	£	<b>505.77</b>
Opening Bank Balance	£	25,371.32
<b>Total opening Balance</b>	<b>£</b>	<b><u>26,027.91</u></b>

<b>Income</b>		
Income from Fees	£	10,735.97
Income from Childcare	£	42,574.56
Income from Early Years	£	11,053.99
Income from Flying start	£	8,312.00
Income from Snacks	£	262.30
Interest	£	-
Other income	£	1,777.36
Grants	£	2,685.50
	<b>£</b>	<b><u>77,401.68</u></b>

<b>Expenditure</b>		
Wages (including direct wage)	£	67,338.27
Printing & Stationary	£	148.98
Travel	£	-
Rent	£	1,500.00
repairs and Maintenance	£	255.99
Snacks/food purchased	£	876.33
Training/Uniform	£	214.21
Insurance	£	560.63
Subscriptions/Memberships	£	642.07
General purchases	£	4,102.92
Audit and Accounting	£	1,037.00
Capital Equipment & Other	£	3,314.00
	<b>£</b>	<b><u>79,990.40</u></b>

<b>Total Income and Outgoings</b>		
Total Cash/Bank Balances @ 6/4/24	£	26,027.91
Total Income	£	77,401.68
Total Expenditure	£	79,990.40
Total Cash/Bank Balance @ 5/4/25	£	23,439.19

Transfer from cash to Bank	£	150.82
Closing Bank book Balance (5/4/23)	£	23,439.19
<b>Closing Balance:</b>	<b>£</b>	<b><u>23,439.19</u></b>

<b>Actual Bank Balance</b>	<b>£</b>	<b>22,933.42</b>
<b>Actual reserve Balance</b>	<b>£</b>	<b>505.77</b>
<b>Actual Cash Balance</b>	<b>£</b>	<b>-</b>
<b>Unpresented Cheques</b>	<b>£</b>	<b>-</b>
<b>Total Actual Balance</b>	<b>£</b>	<b>23,439.19</b>
<b>Difference (Should = 0)</b>	<b>£</b>	<b>-</b>

Calc bal diff to actual = £ -

## Llanddulas Nursery Play-group

### 2024-25 Independent Accounts Review

by

*Brenda Davies of Emerald Books.*

Charity number : 1149623

The following report details the activities of the above Nursery from 6<sup>th</sup> April 2024– 5<sup>th</sup> April 2025.

#### **Highlights**

- The accounts are kept in an orderly fashion, held on excel with descriptions for all items.
- The accounts provided by the Nursery show a correctly reconciled balance at the start and the end of the year, with most purchases evidenced.
- **Income - £77552.50.** The income is made up of fees from parents, together with fees received from the 30hr funding scheme and other grants. Income for this year has decreased by £1800.
- **Outgoings - £79990.40.** The outgoings of the Nursery have increased during the year. Staff costs having increased by £11200 which will be due to increased salary rates together with the hours worked. 2025-26 will see increased staffing costs as the impact of the new NI rates starts in April 2025.
- Cash balances has been paid into the account. No Cash transactions take place.
- Working cash balances are healthy and similar levels maintained each year. The balance has decreased by approximately £2500 this year, but is consistent with prior years minimal fluctuations.

#### **Changes recommended for 2024-25**

- Any cash balances should be paid into the bank or details given on how these funds were spent. **IMPLEMENTED**

#### **Changes recommended for 2025-26**

- I have provided a reconciliation sheet via excel, that could be used to ensure there are no typing errors within the accounts carrying over from one month to the next. Using formulas within excel spreadsheets can highlight when numerical entries in a spreadsheet have been incorrectly entered. This is not a requirement, more a suggestion.

**LLANDDULAS PLAYGROUP NURSERY**

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# Accounts

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## Self-Evaluation Document

Name of setting: Llanddulas PG

Date: updated: November 2023 Updated:

	Theme	Key area
CHILDREN	1 Wellbeing	1.1 To what extent do children have a voice?
		1.2 To what extent do children feel safe, happy and valued?
		1.3 How well do children interact?
		1.4 To what extent do children enjoy their play and learning?
		1.5 How well do children develop, learn and become independent?
	2 Learning <sup>1</sup>	2.1 How well do children acquire skills and make appropriate progress in their learning?
PRACTITIONERS	3 Care and development	3.1 How well do practitioners safeguard children whilst keeping them safe and healthy?
		3.2 How well do practitioners manage interactions?
		3.3 How well do practitioners promote children's development and meet their individual needs?
	4 Teaching and assessment <sup>1</sup>	4.1 How well do practitioners plan learning experiences that meet the needs of children?
		4.2 How well do practitioners teach and assess children?
LEADERS	5 Environment	5.1 How well do leaders ensure the safety of the premises?
		5.2 How well do leaders ensure the suitability and use of the premises?
		5.3 How well do leaders ensure the quality and use of resources and equipment?
	6 Leadership and management	6.1 How effective is leadership?
		6.2 How effective is self-evaluation and planning for improvement?
		6.3 How effective is the management of staff and resources?
		6.4 How effective are partnerships?

### Judgement descriptions

Inspectors will make one judgement for each theme across the setting's whole provision.

The following descriptions are intended as guidance to help inspectors to make judgements by considering the relative balance and significance of strengths and areas for improvement.

**Excellent** – very strong, sustained performance and practice

**Good** – many strengths and no important areas requiring significant improvement

**Adequate** – strengths outweigh weaknesses but improvements are required

**Poor** – important weaknesses outweigh strengths and significant improvements are required

When making judgements on inspection themes 3, 4, 5 and 6, inspectors will consider the impact on children's wellbeing and learning.

### Proportions

In reports, we use the following terms to reflect proportions. These are indicative relationships only.

nearly all	= with very few exceptions
most	= 90% or more
many	= 70% or more
a majority	= over 60%
half	= 50%
around half	= close to 50%
a minority	= below 40%
few	= below 20%
very few	= less than 10%

1. What do you do well and how does it benefit the children? How do you know?
2. What have you improved recently and what difference has this made to the children. Please provide examples.
3. What do you need to improve? How do you know? How do you plan to do this?

# Wellbeing

## 1.1 To what extent do children have a voice?

Evaluate whether children:

- make choices and decisions
- speak, communicate and express themselves
- express their views, contribute ideas and know that they will be listened to

- Nearly all children are able to make choices and make decisions within our provision as we have ensured that all resources are open access and are regularly enhanced to support the learning. A majority of the children are independent at snack time and are able to make choices about which foods they have.
- Staff interact and allow time to listen and speak with the children within their child led play and adult initiated play as a result a majority of the children are verbally responding well. A minority of our children communicate through gestures or action and are supported well to further express themselves to develop their communications skills.
- We use voting discs to allow all children to make choices about which storybooks they would like read to the group, and during plenary activities we encourage the children to give us ideas of activities they would like to complete, which we note down on sticky notes and place on our pupil voice display.

## 1.2 To what extent do children feel safe, happy and valued?

Evaluate whether children:

- are settled and cope with separation from their parents or carers
- form positive emotional attachments with practitioners and other children
- feel secure, happy, comfortable and relaxed
- feel valued and have their rights respected
- know whom to talk to if they are unhappy or worried about something

- Nearly all children form secure relationships with staff members; they know they can approach staff for assistance or guidance if needed. We encourage children to build strong relationships with their key worker. As a result of this nearly all children enter the setting happy and separate from their parents and carers with ease.
- Most children have formed close bonds with all staff with a few children needing support as they need to socialise and make attachments to staff and other children.
- Nearly all children play confidently with the resources in a relaxed atmosphere where, children are not coerced into taking part in activities if they do not wish to and alternatives are offered thus making them happy and settled.
- Each child has their own named coat peg, all paintings and drawings are labelled with the children's name and there are photographs of the children displayed within the home corner which supports most children's sense of belonging at our setting..
- Most children are verbally able to communicate if they are unhappy or worried about something. Weekly observations demonstrate that most of the children are beginning to form friendships and play cooperatively with their peers where there is an effective level of engagement.

## 1.3 How well do children interact?

Evaluate whether children:

- are resilient
- are beginning to develop a sense of right and wrong and are learning to manage their behaviour
- are learning to understand their feelings and are sensitive to the emotions of others
- co-operate, take turns and share
- respect others and take care of equipment and resources
- are self-disciplined and set and comply with rules for socially acceptable behaviour in line with their stage of development

- Majority pupils are resilient and can cope with the daily routines of the setting.
- Majority children are learning to understand their feelings and can express their emotions on the mood board.
- A majority can be and sensitive to the emotions of others. For example they will help their friends if they are hurt or offer to play with them if they are feeling sad.

- A few children will participate in activities alongside others taking turns and sharing with a majority requiring an adult to model appropriate behaviours.
- Majority of the children will respect others and resources and others require adult support to achieve this.
- Majority of the children show self-discipline and will comply with the rules of the setting and requests from staff, children are rewarded with stickers on their rockets when they demonstrate good behaviour. Majority of children understand that resources need to be put back in place at the end of the session and this has been aided by photographs of the resources being displayed in their correct positions.

#### 1.4 To what extent do children enjoy their play and learning?

Evaluate whether children:

- are active, engaged curious learners
- persevere for an appropriate amount of time
- sustain interest and concentration in activities and tasks
- gain a sense of achievement from what they do
- enjoy organised, free play, leisure and recreational activities

- Nearly all of the children are becoming more engaged in their learning and are showing interest in the resources without needing adult direction. This is very apparent in our outdoor area.
- In the moment planning takes place and staff enhance the area with resources that provide focus for the child's interests as a result a majority of children will persevere for a appropriate amount of time in our stimulating learning environment.. Nearly all children are excited and engaged during trips and visits into the local community, they are enthusiastic during outings and staff observe increased concentration levels and improved communication and speech.
- Majority of children enjoy speaking about or showing their achievements throughout the session or during plenary which demonstrates their growing confidence, they are keen to share their experiences and around half of the older children who attend daily are sharing their new knowledge with staff effectively.
- Our learning environment allows the children to visit areas that encourages the children to initiate their own learning by independently choosing which resources they play with, allowing them an opportunity to be active and curious learners.

#### 1.5 How well do children develop and become independent?

Evaluate how well children:

- develop emotionally, physically, socially, creatively, linguistically and cognitively
- become confident and independent

- Most children enter the setting with ease and are familiar with the day's routine.
- Majority of them are able to make themselves understood verbally and a very few who have communication difficulties are progressing to use gestures to make their intentions known.
- Majority of the children have now formed bonds with their peers.
- A few children can now put on and take off their coat independently and a few are able to fasten zips,
- Many children are able to use the toilet independently and most children can wash and dry hands without support
- Nearly all children are able to help themselves to snack and pour their own drink from a selection offered to them. Most children are starting to learn how to wash up their own utensils after snack.
- Nearly all children are confident when playing in the outdoor area and make their own choices about which resources they use when outdoors.
- A few children use their initiative to problem solve and resolve issues without adult direction.
- The majority of children will ask adults for support if required.

### Areas to be developed:

## Learning

*This theme relates to three and four year old children who are funded to receive early education.*

Consider whether children make good progress in what they can do, in their knowledge, understanding and skills bearing in mind their stage of development, additional learning needs and their starting points.

## 2.1 How well do children acquire skills and make appropriate progress in their learning?

Evaluate how well children are **developing communication skills** that encourage them to:

- express their feelings and emotions including through gestures, mime, signing and through art and music
- make themselves understood
- listen with understanding, for example to carry out instructions
- use appropriate language in spontaneous and structured play
- play with language as a means of developing their interest in language and extending their vocabulary
- show an interest in books and enjoy their content, with or without an adult, handling them as a reader
- follow stories read to them and respond
- experiment with and enjoy mark-making and writing experiences using a variety of media
- understand some of the functions of writing

N/A

In addition, in English-medium settings, evaluate how well children are **developing Welsh language skills** that encourage them to:

- show enjoyment and pleasure in singing Welsh songs and learning Welsh rhymes
- understand and respond appropriately to simple language, such as greetings and instructions
- use the language spontaneously in their play

N/A

Evaluate how well children are **developing physical skills** that encourage them to:

- be physically active in line with their ability
- develop co-ordination skills
- use large play equipment with increasing control
- begin to handle small tools with improving control

N/a

Evaluate how well children are **developing numeracy skills** that encourage them to:

- select and use appropriate mathematical ideas, equipment and materials to solve practical problems
- use mathematical language in relevant contexts
- recognise patterns, sequences and relationships through play and practical experiences
- participate in a range of songs and rhymes including for example days of the week and months of the year, cardinal and ordinal numbers

N/A

Evaluate how well children are **developing problem solving skills** that encourage them to:

- make decisions about what activities they choose and what they need to undertake certain tasks
- use different materials and resources
- demonstrate perseverance when faced with challenges
- work collaboratively to solve problems

N/A

Evaluate how well children are **developing creative skills** that encourage them to:

- express themselves through a variety of media such as role play, art, music,
- dance and movement
- make choices about how to present their ideas

N/A

Evaluate how well children are **developing information and communication technology (ICT) skills** that encourage them to:

- develop their communication skills
- become familiar with and confident in using technology in their play and everyday activities
- use digital tools that allow them to express themselves creatively

N/A

**Areas to be developed:**

## Care and development

This theme relates to provision for all children between 0 and 12 who may attend the setting

### 3.1 How well do practitioners safeguard children whilst keeping them safe and healthy?

Make a judgement about the overall culture of safeguarding in the setting. Evaluate the quality and effectiveness of the setting's policies and procedures for safeguarding and promoting children's wellbeing, and how well practitioners implement them.

These include:

- child protection policy, including procedures for recognising signs of radicalisation and extremism
- the arrangements leaders have to recruitment staff safely
- health and safety, including food hygiene and provision for infection control
- fire safety
- the arrangements for site security and safety
- safe administration of medication
- supporting children with medical conditions
- administering first aid
- safety on outings and visits
- internet safety
- bullying
- the management of children's behaviour including physical intervention and restraint
- policies and procedures to promote healthy lifestyles, including healthy eating, drinking and physical activities

- All policies, procedures as noted above and risk assessments listed above are in place and are updated annually or as and when required.
- All staff are fully aware of the policies, procedures and risk assessments and sign them to acknowledge they understand them fully.
- All staff are trained to recognise signs of safeguarding which also includes radicalisation and extremism.
- We follow safe recruitment process with all staff, students and volunteers having been DBS checked.
- An accident reporting procedure is in place which parents sign to acknowledge they have been informed.

#### Child protection

In considering the effectiveness of the provider's procedures for child protection, evaluate the suitability of the setting's child protection policy and whether practitioners understand and recognise signs and symptoms of abuse in line with the Wales Safeguarding Procedures 2020. Also evaluate whether practitioners are aware of, and implement correctly, the setting's child protection policy and are able to identify risks to children. Inspectors will report on whether the setting's arrangements for safeguarding children meet requirements and give no cause for concern.

- All staff have completed up to date Safeguarding Training and have signed a copy of the settings Safeguarding policy as proof of their good understanding of their role in safeguarding the children at the setting.
- Safeguarding training is updated annually.

### 3.2 How well do practitioners manage interactions?

Consider how well practitioners:

- work in line with the setting's behaviour management policy
- are consistent in their approach to dealing with individual children, so that there is no confusion in the child's mind as to what is/is not acceptable
- promote positive behaviour approaches
- encourage older children to take responsibility for their own behaviour
- model positive, respectful and caring interactions

- Most staff have attended positive behaviour management training and follow the settings behaviour management policy to support challenging behaviours if they occur.
- All staff adhere to simple class rules to ensure a consistent approach, and take into account the child's age and stage of development when managing behaviours
- All staff model positive behaviour, and show one another, the pupils and resources respect, care and consideration.
- Staff use strategies to ignore unacceptable behaviour and reward good behaviours to promote children's independence in taking responsibility of how they behave.

### 3.3 How well do practitioners promote children's development and meet their individual needs?

Evaluate how well practitioners:

- know, understand and meet the individual needs, abilities and preferences of children
- provide a nurturing and caring atmosphere/environment
- provide responsive care
- listen to children and value all attempts at communication
- promote equality and diversity
- encourage children to form relationships with others and show respect and tolerance for people from all cultural backgrounds
- promote the development of children, for example how they provide appropriate developmental activities for physical, emotional, social and cognitive needs
- treat all children with dignity, and respect
- ensure that children's privacy is respected
- track children's progress and use information and observations to plan for the next steps in their play (not applicable to children over eight years of age)
- ensure that older children can determine and control the content of their play by following their own ideas and interests

#### Additional learning needs

- Consider:
  - the extent to which the setting offers children with additional learning needs full access to all areas of learning
  - how well the setting identifies, assesses and responds to children's individual needs
  - how well the setting integrates, supports and provides for children with additional learning needs, so that they make good progress in line with their stage of development
  - the extent to which practitioners understand and respond to meeting individual needs
  - how effectively the setting conducts regular person-centred reviews of children's progress that include parents/carers and all relevant multi-agencies
  - the use of and contribution from specialist services such as the Early Years Additional Learning Needs lead officer, health, psychological, portage and social services

- All staff know the children well, as we observe and assess effectively, and discuss each individual child's needs abilities and preferences to plan for their individual developments/
- . We have a success method of tracking children's progress using the seesaw app, general in the moment observations and focussed invitations to learn which supports us to plan for each child's next steps in learning
- . All Children's interests and fascinations are taken into account and staff facilitate them successfully to support independent play by providing resources and good interactions.
- All staff are responsive to the needs and communications of the children, and provide nurturing and caring support and as a result nearly all children are happy and settled at the setting and feel listened to.
- All. Staff are aware of the Rights of the Child Act and adhere to this effectively.
- The setting promotes equality and diversity through stimulating, engaging experiences that gives children the opportunity to develop an awareness and show respect of other cultures.eg Diwali, Holi
- We follow the curriculum for the non maintained nursery settings which enables us to deliver high standard physical, emotional, social and cognitive activities that are supported by enabling adults within an engaging environment.(Estyn Report 2022)

#### ALN-

- We are a fully inclusive setting and offer full access to all areas of learning for children with ALN.

- Through observations, assessments and discussions with parents we identify pupils with possible learning needs quickly and seek relevant guidance to support their needs effectively.
- We collaborate effectively with outside agencies, for example speech therapists, portage, CDC, physios, teacher of the deaf and OT's to ensure that all children have the correct strategies in place during their time at playgroup which is beneficial to their progress, which is proving positive to the relevant pupil's outcomes. This is an area that staff are developing, to create small step targets.(Target),
- Staff attend relevant training, eg Makaton, Pecs, Manual Handling, Elklan etc to ensure they can respond appropriately to each child's individual needs.
- Reviews have been arranged with parents and multi agencies, when necessary. Due to high numbers of pupils with ALN we will be working to conduct more frequent reviews and updates on children's progress (Target 3 )

### Areas to be developed:

- Target 3 Develop small step targets and regular reviews for ALN pupils (Parental engagement)

## Teaching and Assessment

This theme relates to provision for three and four-year-old children who are funded to receive early education.

### 4.1 How well do practitioners plan learning experiences that meet the needs of children? *(links with 2.1)*

#### Evaluate the extent to which:

- the planning of learning experiences is successful in engaging and meeting the needs of all children
- practitioners collaborate to plan flexible, responsive and innovative activities
- learning experiences encourage children's all-round development and progress
- learning experiences build systematically on existing knowledge, understanding and skills as children move through the setting

#### Consider how well the learning opportunities that practitioners provide encourage children to:

- take risks, experiment with new experiences, become confident explorers of their environment and become independent learners
- develop their physical, thinking and creative skills progressively
- develop a better understanding of the world in which they live and how to look after it

#### Evaluate how well the setting:

- develops children's skills, including their communication, literacy, numeracy and ICT skills
- makes sure that the provision for these skills is properly co-ordinated to ensure that children make good progress

- Allowing children to learn through hands on experiences we regularly plan trips, outings and visits from people in the community. Staff have observed that there is a significant improvement in the children's behaviour when they are taken off site for visits, and parents report that children give positive feedback about their experiences.
- We have effective in the moment planning in place.
- We ensure that continuous provision in all areas of the classroom are facilitated with exciting age appropriate resources and activities that will help to develop the children's learning. Enhancements for the areas are noted on the weekly planner
- Adult led Invitations to Learn looking for specific skills are undertaken weekly, but if a child does not want to engage, the adult will adapt the invitation to an activity that is more relevant to the child's preferences.
- All in the moment observations and teachable moments and outcomes from the teaching are recorded in the child's file and the next steps for the individual will be noted and enhancements added to areas to support their next steps..

- The children are given space to develop their own ideas and interests enabling them to build on their knowledge. This is taken into account and reflected upon when planning for individuals and all children as a group.
- Celebrations of achievement, birthdays and other family event such as the arrival of new family members take place regularly.
- Children are encouraged to be kind and thoughtful towards each other through the encouragement of sharing and taking turns.
- We provide good opportunities for children to develop their communication and language skills through activities such as show and tell, singing and performing, language games, puppets and story sacks. A variety of exciting hands on activities also supports children communication skills as staff talk and encourage children to interact. However a few of our children's oracy skills need developing this year so staff are upskilling their knowledge by accessing Elklan training and using the WG website Ready to talk to support these children intensively. Mark making provision is good as resources are available in all areas, and practitioners encourage this by providing the children with a wide range of writing tools such as paint, crayons, chalk and pencils. We also use materials such as glitter, shaving foam and cocoa powder for the children to use their fingers to create marks.
- Numeracy development is supported at every opportunity, counting out cups at snack time, number of pupils present at registration, toys in a box and steps taken to walk to a given area. Children are also encouraged to explore problem solving activities in role play areas, where they have access to a telephone, money and shapes. These resources offer children learning opportunities that will help them to develop their skills. Children sing number songs and rhymes to develop their counting skills and have many opportunities to become familiar with 3D shapes when playing in the construction area.
- ICT awareness is supported well in our setting with the use of the IWB, computer and I-pad with basic programmes such as counting, matching and shape games. Children are also encouraged to use ICT toys such as remote control cars, 'walkie talkies', microphones and digital cameras where they learn how switches, sliders, knobs and buttons operate and make things work, open or turn on.

#### **Welsh language provision in English-medium settings**

Evaluate how well the setting provides for children to use and experience the Welsh language as much as possible in their learning, taking account of the children's starting points. Evaluate how well the setting develops progressively the Welsh language skills of children and staff.

#### **The Welsh dimension**

Inspectors should judge the extent to which the setting promotes children's awareness of the traditions and celebrations of the cultures of Wales.

All pupils attending the setting are from English speaking homes, and have very limited Welsh language skills. The use of Welsh by staff is very effective during circletime and when giving instructions to pupils, and some children are now able to respond back to staff in Welsh when questioned. Staff are being encouraged to use Welsh language within the learning areas of the classroom, and have been offered training to support their development in this area.

#### **Spiritual, moral, social and cultural development**

**In evaluating provision for spiritual development, consider the extent to which children have opportunities to:**

- develop a sense of curiosity about their own and other people's lives and beliefs
- develop a sense of awe and wonder about the world in which they live

**In evaluating moral development, consider how well the setting:**

- fosters values such as honesty, fairness, and respect
- promotes principles that help children to distinguish right from wrong
- develops children's understanding that all living things should be treated with care, respect and concern

**In evaluating social development, consider how well the setting:**

- encourages children from different groups to:
- take responsibility, show initiative and develop an understanding of co-operating and sharing with others
- understand simple rules of behaviour such as sharing toys
- learn how to relate to others and take some responsibility for their own actions
- contribute to decision-making

**Judge how well the quality of relationships in the setting helps to:**

- form children's attitudes to good social behaviour and self-discipline.

**In evaluating cultural development, consider how well the setting:**

- encourages children to engage with the arts, sports, music and other cultural activities.

See question 1 wellbeing

## 4.2 How well do practitioners teach and assess children?

The focus should be on the impact of teaching on learning and not on any one particular approach.

Evaluate the extent to which practitioners:

- have up-to-date knowledge of child development and the impact of additional learning needs on development
- understand the requirements of the curriculum
- have high expectations of all children, including children with additional learning needs, more able and talented and children with English as an additional language
- plan a suitable balance between child-initiated and adult directed/led activities that meet children's individual needs flexibly
- understand the importance of providing opportunities for children to learn through play and active involvement in authentic contexts
- are good language models
- promote children's language development such as extending their vocabulary
- provide a stimulating and challenging environment both inside and outside, which encourages children's involvement, participation and enjoyment
- use questioning to challenge children and develop their learning
- use additional practitioners effectively
- intervene appropriately in children's activities/play
- value the children's creative process and not the end product

Consider the extent that all practitioners are involved in planning and briefed about what they are expected to do.

### Assessment

Evaluate the extent to which the setting's procedures are manageable and enable practitioners to:

- assess children regularly and carefully and record observations and assessments that identify children's strengths, areas for improvement and progress, effectively
- use the outcomes of assessments to plan future activities that meet children's needs and interests, including the provision of extra support where necessary
- engage with parents/carers in order to gain an individual perspective of each child's strengths and areas for development

keep parents/carers informed of their children's progress and what they can do to promote their development and to help them improve

- All staff are suitably qualified and experienced. They regularly attend training courses arranged through the LEA, Early years Wales, CIW and staff also attend training through school to ensure that they are familiar with all requirements for The curriculum for the Non maintained settings.
- Keyworkers use their knowledge well to interact purposefully with their children to support their development.
- Staff are fully aware of the need to balance directed play and child led play, and know when to intervene appropriately.
- Staff allow children to create their own work and do not attempt to take over to create items for the, thus promoting independence
- Staff fully support the Curriculum for Wales four purposes, and have undergone modules on Outdoor Learning, Transition, Observations and Child Development on HWB to support the curriculum and attend all relevant training.
- Staff demonstrate good listening skills and act as role models at all times.
- They ask open ended questions to encourage oracy skills and challenge children to broaden their knowledge. Questioning and language is differentiated for children with different abilities and speech and language needs.
- We have effective procedure in place. Key workers keep comprehensive purposeful observations of their children and all staff support their colleagues well with informative observations and teachable moment that they have provided to the children during the session. However, we are looking into ways of recording observations to make it manageable to all staff. (target 5)
- Next steps are recorded which supports future planning of play activities.
- Learning Journey app on seesaw is used effectively to share progress with parents and is used to create an e book of the child learning throughout the year.
- Parent meetings are held at the end of the first half term, and statutory on entry assessments will be shared with parents and carers which allows us to build strong relationships to support the child's progress.(target 3 engagement with parents)

**Areas to be developed:**

**Target 5 -Further developing observations to support on entry assessments in a manageable way**

**Target 4 Staff to develop their skills in using Welsh language within the learning areas.**

## Environment

This theme relates to provision for all children between 0 and 12 who may attend the setting

### 5.1 How well do leaders ensure the safety of the premises?

Evaluate whether:

- children are cared for in a safe, clean and secure environment
- unnecessary risks to children have been identified and as far as possible eliminated
- there is a balance between the need to promote children's safety and protect them from harm, and the need to support children to take risks

**NOTE: Failures in the above will influence the judgement for safeguarding**

- Full Health and Safety policies and Procedures are in place, and there are thorough risk assessments in place for all areas.
- Fire drills are taken every half term.
- All electrical equipment is PAT tested and the boiler and heating system serviced annually.
- There is a secure number activated security system on the main entrance to the setting.
- The main gate to gain entry to the premises is always secured when children are on site and access can only be gained via a coded lock. The door into the building is always supervised by a member of staff during admission and departures times. The door is secured using a safety chain which is out of height to the children
- All visitors to the site are asked to sign the visitor's book and are never left unsupervised with a child.  
We work in accordance with our employment and staffing policy.
- The setting is kept clean and safe at all times up throughout the session, and ensure that the working environment is clutter free.

### 5.2 How well do leaders ensure the suitability and use of the premises?

Consider the extent to which all children, including those with additional learning needs have equal access to the setting's facilities, resources and activities

**Evaluate whether:**

- the premises and any outside play areas are welcoming, friendly and provide a rich environment for play and learning
- there is sufficient space and facilities to meet the needs of children, including those with additional learning needs
- the indoor and outdoor environments are used well to promote skill development
- the layout and design promote children's independence and are considered from the child's perspective
- the premises are well maintained
- there are suitable facilities for staff
- there are appropriate arrangements to hold confidential conversations and to store records securely
- play/recreational spaces offer suitable challenges, risks and opportunities for children to experiment

### 5.2 How well do leaders ensure the suitability of the premises?

- We operate from an early years unit that we share with Ysgol Llanddulas Nursery Class. The property is decorated in calming neutral tones, with the majority of furnishing made from natural materials. The layout of the building can make things challenging for staff and it would be beneficial to operate from a purpose built classroom that also had a staffroom and office.
- The children's work is displayed prominently to provide a warming and homely feel.
- The outdoor area is continually being developed to provide an authentic stimulating classroom where pupils can access resources independently and are able to risk assess their own activities.
- The setting operates below its maximum capacity to allow space for the children to move around and explore their environment, all furniture and fittings are child friendly at low level to ensure they are fully accessible to everyone, including those with ALN. The property can be accessed via a ramp if required.

- The property is maintained by the LA and staff at the setting adhere to a stringent cleaning rota to ensure the premises are always well presented.
- The disabled washroom doubles as a cloakroom for staff's personal items.
- Whilst there is no specified area to have confidential conversations, arrangements can be made to use rooms within the main school site if necessary. All records are stored in a locked filing cabinet in the classroom. A purpose built classroom with a meeting room or office would alleviate this problem.

### 5.3 How well do leaders ensure the quality and use of resources and equipment?

#### Evaluate whether:

- children have access to furniture, equipment, toys and resources that are appropriate and suitable for their needs
- resources are age- and stage-appropriate and well maintained, and conform to relevant safety standards
- resources are clean and their maintenance complies with infection control principles
- toys and play materials promote cultural awareness, including the culture and heritage of Wales, and equal opportunities
- the indoor and outdoor areas provide appropriate play and learning opportunities
- the use of a wide range of sustainable materials is promoted

- We have a comprehensive resources policy which promotes the use of authentic resources within all areas of the setting. There is an abundance of both man made and natural resources that are available continuously and are regularly enhanced to support the children's learning.
- An audit is carried out annually to assess which items need replacing. Broken or worn equipment is reported immediately and disposed of.
- Toys are cleaning on a rota basis or when deemed necessary.
- All equipment and resources are age appropriate and sourced from reputable suppliers
- There is a wide range of multicultural equipment which depicts both genders and disabilities and is not stereotypical. This is supported by our equal opportunities policy.
- The use of both large and small loose parts are promoted both indoors and outdoors.
- We regularly use the local environment to support children's learning effectively e.g visits to the beach, river, trips to a garden centre a canal the zoo this academic year.

**Areas to develop:** To plan for a new purpose built premises.

## Leadership and management

### 6.1 How effective is leadership?

#### Evaluate how well leaders and managers:

- set high expectations by supporting and challenging everyone to do their best
- communicate their vision for the setting and explore how to achieve it in collaboration with others
- keep the registered person/responsible individual and, where applicable, management committee informed about the setting's progress
- promote safe practices and a culture of safety
- create a positive ethos so children and staff feel valued
- set clear aims and objectives that are focused on children's needs and are understood and implemented by all practitioners and made available
- plan strategically to provide purposeful opportunities for children to develop their Welsh language skills
- deliver the Welsh Language Active Offer\* (\*this means a service is provided in Welsh without someone having to ask for it)
- comply with CIW regulations and meet the national minimum standards
- have a clear statement of purpose that provides an accurate picture of the setting
- take account of whether concerns/complaints have been addressed appropriately

## 6.1 How effective is leadership?

- Llanddulas Playgroup aims to provide high quality care that enhances the development, care and education of pre-school children in a safe and stimulating environment, where they learn through play in partnership with parents/carers.
- The playgroup leader is fully qualified and has many years experience in her role. She works in close connection with the registered person and management committee to provide the children in our care with an exciting, fun, challenging learning environment, where they can be contented independent and engaged learners.
- All of the national minimum standards are fully implemented within the setting, to ensure that safe practices take place.
- The leader is proactive in supporting staff to access training, and set challenges for themselves to further their knowledge.
- To ensure staff and pupils feel valued we celebrate birthdays and achievements and have introduced Fun Day Friday, where emphasis is placed on everyone having a fun relaxed session where practitioners are not required to provide education to the children.
- There is a comprehensive statement of purpose that is made available to any interested parties via the settings website.
- All staff are fully aware of the New Curriculum for Wales for non maintained settings and have attended many training courses to upskill their knowledge  
When individuals attend training they ensure all information is cascaded to all other staff.
- The leader arranges half termly staff meetings, to discuss forthcoming activities and allow staff to have an input into the planning. An action plan is drawn up, to assist the staff in preparing for the upcoming weeks
- The leader provides detailed planning and staff rotas so that all staff know what the aims and objectives of each activity are, and what their role is for the week.
- Planning sheets provide details of the Welsh language opportunities available to the children, and posters displaying relevant language to the area they are situated assists the adults to deliver learning opportunities in Welsh.
- Staff have annual appraisals and termly supervisions for them to express their views and opinions and management
- Parents are provided with details of the complaints procedure when they enrol their child at the setting. No complaints have been received in the last year.
- The setting continues to apply for numerous grants and work with the accountant to forecast the sustainability of the setting for the next financial year.

## 6.2 How effective is monitoring, self-evaluation and planning for improvement?

### Consider how well the setting's monitoring and self-evaluation processes:

- draw on first-hand evidence to accurately identify the setting's strengths and areas for improvement
  - take account of the views of staff, parents/carers, children, and other stakeholders
  - draw upon reviews, advice and feedback by external agencies, where appropriate
  - prioritise the matters they wish to improve
  - implement sound strategies likely to bring about the desired improvements
  - allocate appropriate funding results in improvement in the quality of care, play, and learning
  - lead to making improvements and have a positive impact on children's learning and wellbeing
- The setting has made good progress since our previous Estyn inspection and has addressed all the recommendations effectively.
  - Self-evaluation successfully identifies areas for improvement. Practitioners know the setting well and as a result strengths and areas for development are recognised and action is taken to make changes that ensure positive gains and successful improvements for the children.
  - Staff complete simple smiley/sad face questionnaires with the children to establish what they like and dislike about the setting, and if possible act on the requests of the child
  - An in-depth online questionnaire is provided to all parents, to answer honestly and anonymously about how they feel the setting is ran, and how they believe their child is progressing.
  - Staff receive termly supervisions to provide feedback and receive annual reviews to discuss the next steps in their career.
  - All external partnerships receive questionnaires asking for feedback on how we have liaised with them, and how they feel the setting is ran.
  - All practitioners are engaged in professional development; however they not only actively share their expertise and knowledge to benefit each other but also practitioners in other groups and they contribute highly effectively to local authority training.

- There is a positive culture of self-reflection and practitioners are open to new ideas and try different ways of working. For example, we now provide daily photographs on seesaw to inform the parents what Invitation to Learn activities will take place with the staff. Parents have commented positively about this.
- All developments in the group have the children at the centre of the provision with the emphasis being placed on the health and wellbeing of the children.

### 6.3 How effective is the management of staff and resources?

#### Evaluate how well leaders and managers:

- follow safe, robust and timely recruitment processes
- define roles and responsibilities
- have an effective system of practitioners' supervision and appraisal that leads to agreed targets
- ensure that there are sufficient practitioners who have relevant and appropriate qualifications and experience of working with young children, including those with additional learning needs and that these are deployed appropriately
- ensure that practitioners understand and fulfil their roles in relation to the setting's strategic aims, plans and responsibilities
- develop contingency staffing plans
- make good use of the funding it receives, including the Early Years Development Grant (EYDG)

Consider the arrangements to support the active engagement of all staff in increasing their professional knowledge, understanding and skills, including participation in whole-setting professional learning experiences.

- We follow a timely recruitment process following the settings policies and procedures.
- All staff have a detailed job description
- All staff receive termly supervisions, and annual appraisals which are utilised to support their professional development.
- All staff are suitably qualified
- All staff are involved in creating the setting's development plan
- EYDG is used effectively to provide curriculum and language and communication training.
- All staff access mandatory and educational training regularly to support their professional development and frequently attend training that they have initiated themselves

### 6.4 How effective are partnerships?

Consider how well the setting is clear about its role and responsibilities to establish trust and clear communication between partners. Also consider how well the setting works with parents/carers, Early Years Additional Learning Needs Lead Officer and other partners to support children with additional learning needs.

#### Evaluate how well the setting:

- works with a range of partners to improve children's health, learning and wellbeing
  - works with parents/carers to identify the individual needs and preferences of their child before and during their time at the setting
  - works with parents/carers to improve their child's wellbeing and learning on a day-to-day basis
  - keeps parents/carers informed about their child's care, development and progress
  - provides information/carers to parents about the setting's policies and procedures
  - works with a range of partners to support transition
- We work successfully in close conjunction with Flying Start, health visitors, speech therapists and many health professionals such as OT's and physios to ensure that the health and wellbeing of all children attending our setting is met.
  - We have strong bonds with our LEA advisory teachers who provide us with support and guidance on national initiatives and the new curriculum.
  - Early Years Wales also continue to support us and have provide us with important information regarding training courses, employment laws and legislation.
  - Parents are invited to open mornings prior to their child starting at the setting. Our aim this year is further develop our links with parents to enable them to support their child's learning at home. **(TARGET3)**
  - Parents complete comprehensive information sheets, detailing their child's needs, likes and dislikes to help to plan for the child's development.
  - Use of the Seesaw app is very effective in providing parents with real time photos of their child's activities at the setting, and for sharing information from both ourselves and outside agencies such as WG. Local Health Board and Speech and Language,
  - To support home learning we provide library books and rhyme time bags as well as suggesting ideas on the Seesaw app.
  - All parents of pupils who receive The Early Years Education Grant receive a written assessment of their child 's development after 6 weeks of accessing the grant.
  - Parents have received electronic E books which show their child's development over the year and a written report which shows the child's development, along with

the child's next steps in their development plan in place.

- We have strong links with Ysgol Llanddulas early years department. The setting manager and nursery teacher meet weekly to discuss the progress of pupils who attend both settings and to collaborate with ideas for developing the environment.
- We arrange taster days for pupils before they move onto their new classes so they can become familiar with the environment and meet the staff.
- We provide the children with plenty of information prior to their transition to help them feel comfortable with the move.

**Areas to be developed:**

- **Target 1- Ways to improve staff wellbeing and reduce written workload.**
- **Target 3-Further develop parental engagement**

<b>Income</b>	<b>Apr</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	
Fees	438.6	414	549	270		1411.45	864.1	945.5	584.5	1199.8	789	1023.8	8489.75
30 hr offer	2902.5	1497.5	2710	2770	1315	2712.5	4025	3283	1751.4	4200	174	4200	31540.9
3 year fun	7540	300			500				4600		1050		13990
Flying start		435	913.5			2668			3150	1305		960	9431.5
Grants	348	80	280	5302	110		2078.92	640	1080	656.77	2609.16	2421.2	15606.05
Snack	30.6					69.4	28	14		51.4	5.8	5.2	204.4
Misc	16733.08			4.95						35			16773.03
	27992.78	2726.5	4452.5	8346.95	1925	6861.35	6996.02	4882.5	11165.9	7447.97	4627.96	8610.2	96035.63

**Expenditure**

Wages	3196.41	3893.91	3352.25	4681.71	3626.57	4633.25	5139.28	5443.86	4510.1	4657.54	5744.83	4974.25	53853.96
Pension		234.44	234.06	147.04	148.72	31.77	300.67	299.82	126.88	349.9		340.61	2213.91
Food	48.79	81.37	111.26	164.07	21.39	15.27	41.36	77.97	50.26	79.9	58.08	93.49	843.21
Resources	138.89	214.68	260.03	63.02	30.98	207.8	246.66			133.44	216.48	107.73	1619.71
Printing	45.5		39	15.99	33.99	97.37	9.99	9.99	9.99	9.99	9.99	11.99	293.79
Accountant		195	150		60	72.5	60	135		120		135	927.5
Uniform		58.49	57.71			51.16							167.36
Subscriptions	154.82	88.27	72.58	16.38	16.38	94.03		83.87	8.99	16.19	16.19	23.39	591.09
Rent		500				500				500			1500
Miscellaneous	41.21	181.55	219.08	110.4				64.28	270.79	47.6	104.28	534.78	1573.97
Repairs	33.85			5.05				200		11.99			250.89
Capital			378.21	47.22	4843.1						479.99	1027.9	6776.42
Travel	32.5	20											52.5
	3691.97	5467.71	4874.18	5250.88	8781.13	5703.15	5797.96	6314.79	4977.01	5926.55	6629.84	7249.14	70664.31

## Llanddulas Nursery Play-group

### 2023-24 Independent Accounts Review

by

*Brenda Davies of Emerald Books.*

Charity number : 1149623

The following report details the activities of the above Nursery from 6<sup>th</sup> April 2023 – 5<sup>th</sup> April 2024.

#### **Highlights**

- The accounts are kept in an orderly fashion, held on excel with descriptions for all items.
- The accounts provided by the Nursery show a correctly reconciled balance at the start and the end of the year, with most purchases evidenced.
- **Income - £79302.55.** The income is made up of fees from parents, together with fees received from the 30hr funding scheme. Income for this year has increased from the previous year.
- **Outgoings - £70664.31.** The outgoings of the Nursery have slightly increased during the year. Staff costs having increased by £9000 which will be due to increased salary rates together with the hours worked.
- Cash balances remain small. The cash-book is generally maintained by seniors within the team. No cash transactions have been provided. What cash balances that are left should be paid into the bank accounts.

#### **Changes recommended for 2021-22**

- Further documentation provided to examiner: In preparation for the review of accounts, the Nursery should provide the following information to the examiner: Minutes of the AGM, Risk Assessment (covering financial risk), Evidence that requirements for trustees are met appropriately (such as fit and proper forms signed and AGM minutes documenting their appointment). **Not yet implemented.**

#### **Changes recommended for 2022-23**

- Cash balances should be paid into the bank account if the cash book is no longer being used by the setting. **Not yet implemented.**

#### **Changes recommended for 2023-24**

- The analysis of income is performed clearly and in an understandable format. The analysis of payments made from the nursery would benefit from further analysis recorded by the team. It is preferable to allocate each purchase to a purpose, and not have 'general' as a bucket in which to place expenditure. Suggestions include the following to be analysed within the accounts provided by the nursery:
  - Capital purchases
  - Training / uniform
  - Insurance
  - Repairs
  - Rent**Completed.**

#### **Changes recommended for 2024-25**

- Any cash balances should be paid into the bank or details given on how these funds were spent.

**LLANDDULAS PLAYGROUP NURSERY**

England & Wales - Charity number 1187159

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# Accounts

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## Llanddulas Playgroup Trustees Annual Review Report

Period Start Date April 6<sup>th</sup> 2022 to period end date Mar 31<sup>st</sup> 2023

Charity name Llanddulas Playgroup Nursery

Charity Registration Number 1187159

### Management of the group

Llanddulas Playgroup is registered with Care Inspectorate Wales to provide early years care and education.

Care inspection Wales registration number W1400002351

Committee Members	
Post	Name
Responsible individual	Julie Heap
Chairperson	Keith Eeles
Secretary	Sally Jones
Treasurer/Accountant	Brenda Davies

Staff Members		
The provision is run by a qualified and dedicated team of staff. A programme of continuous training is in place to ensure that they all have up to date training, knowledge and skills to provide the best care and education.		
Name	Role	Qualification
Julie Heap	Leader Responsible individual Early years educator Safeguarding officer ALNCO Fire Safety Officer Health and Safety Officer Data Manager	Level 5 NVQ in Leadership for Children's Care, Learning and Development (management)  Diploma in Playwork Level 3  Paediatric First Aid  Safeguarding awareness training  Food Safety and Hygiene  Alnet 1,2 and 3
Kathleen Jones	Deputy Leader	Level 3 NVQ in Early Years Childcare, Learning and Development  Paediatric First aid

		Safeguarding awareness training Food safety and hygiene  Alnet 1, 2, 3
Jade Wilkins	Early Years Educator	BA honours in Early years Education  NVQ level 3 in Early years Childcare, Learning and Development  Makaton level 1  Paediatric First aid  Safeguarding awareness training  Food safety and hygiene
Tanya Parkes	Early years Educator	NNEB  Elklan level 3  Paediatric First aid  Safeguarding awareness training  Food safety and hygiene
Kerry Harris	1 to 1 support worker	Safeguarding awareness training

The wellbeing and safety of every child is Llanddulas Playgroup's priority, the setting offers the best possible care in a happy and secure atmosphere, and the opportunity for each child to reach their full potential through play. Playgroup has equipment, toys and resources which reflect the developmental needs and the age range of all children who attend. Activities for children 2 years and over reflect the New Curriculum for The Non Maintained Sector, so that playgroup can ensure each child receives the best possible start in all aspects of their education. Careful attention has been given to planning the outside environment, so that the setting can offer children authentic, stimulating activities in the natural environment.

Staff are trained and have many years experience to ensure that each child receives appropriate attention and care, and give consideration to each individual child's developing needs to include socialising, learning and play.

<u>Aims and objectives of the service</u>
<p>Llanddulas Playgroup's aims are to</p> <p>Provide high quality care that enhances the development, care and education of pre-school children in a safe and stimulating environment, where they learn through play in partnership with parents/carers.</p> <p>Welcomes parents/carers who want to become directly involved in the activities of the provision and provide opportunities to do so.</p> <p>Encourage parents/carers to understand and provide for the needs of their children.</p> <p>Embrace the ethos and principles of Early Years Wales</p>
<p><u>Supporting children to achieve the best possible outcomes through care, learning and play</u></p> <p>There is a caring and inclusive atmosphere within the setting. All staff contribute ideas and enthusiasm to create a stimulating environment. Practitioners work very well as a team to create a happy welcoming environment in which the child's voice is paramount. Staff foster confidence and positive self-esteem by showing the children respect and affection, meeting their needs when necessary and celebrating all the children's successes and achievements.</p> <p>Children are provided with a daily routine and have opportunities to be independent, and make choices confidently. Children are provided with quality care which helps them to feel valued and are supported positively.</p>
<p><u>Supporting children to feel valued, safe, healthy and confident</u></p> <p>The setting has arrangements in place to promote and support it's Health and Wellbeing policy .</p> <p>The children's safety takes priority at all times, and is supported by regular risk assessments.</p> <p>All staff currently hold a DBS check and a certificate for Emergency Paediatric First, which are both renewed every 3 years.</p> <p>There is a healthy balance between the need to promote safety to protect children from harm and the need to support children to manage their own risks sensibly.</p> <p>We adhere to the All Wales SafeGuarding guidelines and all staff are secure in their knowledge of the procedures they must take when a situation arises Staff have all undertaken Prevent training and are able to recognise signs of radicalisation and extremism.</p> <p>All parent sign agreement forms giving playgroup permission to take their child on outings, and all outings and trips are fully risk assessed.</p> <p>Before staff administer any medication to a child, parents must sign the medication sheet and staff must check that the medication is a prescribed by a doctor.</p> <p>All risk assessments, fire drills and infection control audits are completed by Julie Heap and renewed and amended at least annually or as and when necessary.</p> <p>The setting is maintained to promote children's independence and all children are included in all aspects of the daily routines and activities.</p> <p>Staff act as good role models to ensure that children learn about morals and</p>

manners and follow the settings rules.

### Self-evaluation and planning for improvement

The self evaluation document is an integral part of the settings work alongside the development plan, both documents are working documents and are ongoing throughout the year.

There is established and effective procedures in place for evaluating and monitoring children's standards, in addition to provision. These arrangements are based on an inclusive monitoring timetable that considers a wide variety of direct evidence from a range of stakeholders. We gather views from Conwy Early Years liaison link teacher, CSSIW, Estyn, parents, children, staff and outside agencies and analyse their responses carefully when producing the self evaluation document and deciding on which projects we will look to develop to improve our provision over the upcoming year.

Practitioners challenge themselves and their colleagues regularly as a result of their commitment to continuous improvement.

## **Our Values**

### **Children**

The children's happiness, wellbeing and safety is paramount at all times. Regular risk assessments, fire drills and infection control audits are completed to ensure the children's safety within the setting.

Minimum standards, policies and procedures are adhered to at all times to ensure the children's well being is met.

All children and parents are invited to open sessions in the term before admission to view their new classroom, play, meet the staff and their new peers.

Every session a member of staff greets the children at the gate as they arrive.

All children are signed into the setting as they arrive, and on departure.

Registration forms are held for each child who attends playgroup, and additional information is gathered on the form which helps staff get to know the child and their needs and preferences. All allergies and illnesses are discussed with all members of staff, recorded and displayed in a prominent position within the food preparation area.

Register of attendance is taken to account for all children and adults on the premises at each session.

Staff cater for all individual children according to their age and ability. All individual ICP, IDP etc are supported for each child with ALN.

Whilst the setting's main language is English, we create a strong Welsh ethos and use as much incidental Welsh as possible to immerse the children into the local heritage.

We listen to the children during and after their activities and get feedback from them on what they did and didn't enjoy about the activity. This information is recorded on observations and used to adapt learning opportunities in the future.

Children's views, ideas and suggestions are taken into account when planning activities.

Staff complete simple smiley face questionnaires with children twice a year to gather their feeling whilst at the setting, and also ask parents to complete a short questionnaire with the children when they complete their own quality of care questionnaire. All information gathered is analysed and acted upon when it is beneficial to the improvement of the setting.

Staff make evaluations of each activity, and whether the outcome of the activity was met. This is considered when planning future activities for the children.

Each child is observed in particular skills that have been implemented into the weekly planning, and the child's next steps in their developmental progress will be noted on the observational sheet to inform staff to help with future planning.

Observations are stored within the child's individual file, and used to complete their developmental progress charts. Children are set achievable next step targets which are displayed on the rocket reward wall.

We have regular staff discussions to discuss targets, and how as a team we can develop each child individually.

Children's work is displayed on the class walls, clearly labelled with their name. All achievements are celebrated.

Stickers are given to children to wear or on their target rockets when they promote positive behaviour, reach developmental targets or make a great effort in trying something new or for the first time.

Children are supported by staff to become toilet trained and independent learners.

Children take turns to be the daily Helpwr Heddiw, to encourage children to take responsibility and help others.

All children receive a healthy snack mid morning, and either milk or water to drink.

Each child has an E-book containing photographs and videos of them carrying out various activities. Keyworker staff are responsible for completing these for their individual children. Children are encouraged to look through the books and discuss the contents. Staff type up the comments to add to the electronic book.

All children receive an end of year report which outlines their development progress over their time at playgroup.

We have good systems in place for supporting children with the transition of moving to the school nursery class, arranging visits from the class teacher, and joining them on trips and activities during the last term of the academic year.

Copies of the children's developmental charts and observations are transferred to the nursery class, this is to ensure that the child's needs are known to the staff and the teacher is aware of each child's development. All children with additional needs have separate one page profiles and CDC plans handed over to the nursery class.

### Evidence can be found in

Planning folder

Staff Action plan sheets

Children's folders

Progress charts

Self evaluation document

Reward rocket display.

### **Parents**

Staff build a good professional relationship with all parents. We have an open door policy, that encourages parents to approach any member of staff with questions or concerns at any time.

Parents are invited along with their child to an open session to meet the staff, and become familiar with the premises and activities offered to their child.

Leaders provide parents with a variety of verbal and written information about the setting along with the registration forms.

Daily verbal feedback is given to parents on collection of their child, or for more formal lengthy discussions or confidential issues staff will arrange a convenient time for an appointment.

Leaders will only share information about their child with the parent's written permission.

Parents are welcome to look at their own child's progress charts and observations at any time.

Parents are kept well informed by the use of a closed page facebook account and daily seesaw updates. A noticeboard outside of the premises displays all relevant information that parents may require.

All inspection reports- Estyn, CIW, Self Assessment, insurance and registration certificates are made available for parents to view on request, they are also displayed prominently in the entrance hallway.

Parents are made aware of their child's keyworker at the beginning of term.

All parents are actively encouraged to be part of the committee and their opinions and views will be listened to and taken on board.

All parents receive a copy of their child's e-book and report at the end of the year and have an opportunity to discuss the contents with staff at a convenient time to themselves.

We liaise between the parents and the nursery class to ensure that parents are confident about their child's transition to a new class at the end of their time with us at the setting.

### **Staff**

The staff are the most important assets to the Playgroup.

They are motivated, dedicated and experienced.

All early years educator staff are qualified to at least level 3 or above and hold current first aid certificates.

Staff have regular meetings to discuss planning activity ideas, children's progress and next steps, discuss concerns or any other topics that need addressing.

Staff supervisions are completed every half term and annual appraisals take place, these help to identify strengths and weaknesses and allow staff to create personal development targets to work towards.

All information is stored within confidential staff files.

Staff are able to express concerns or ideas with the leader at any time so that matters can be resolved quickly. Arrangements can be made if staff need to discuss anything confidentially.

Staff members work confidently both individually and as part of a team.

Staff ideas are included in the planning process and the leaders implement them to create a planned sheet of combined ideas.

Staff attend relevant training throughout the year to increase their knowledge within their job role. All training certificates are available within the staff files.

Within the staff members individual file are up to date contact information, ID, employment contracts, job descriptions, inductions, DBS information, training

records and a recent photograph.

All staff hold current DBS checks and the Responsible individual will ensure these are updated every 3 years.

All staff complete a thorough induction before commencing employment.

All staff members are keyworkers and it is their responsibility for transferring their child's observation notes to their progress charts and updating their e-books with photos and comments. Along with the setting leader keyworkers will create achievable targets for their children.

Specific roles have been delegated to each staff member to share responsibilities and opportunities for personal developments.

Staff complete questionnaires annually at the end of the year to evaluate the service, and develop improvements for the next school year.

**Evidence can be found in**

Staff folders

Self Evaluation document

Staff Action plans

### **The Learning Environment**

We have an indoor and outdoor classroom. The indoor classroom is split into two areas, which are clean and spacious and have been set up with various areas of learning to implement the New curriculum for Wales.

We have a free flow policy allowing the children to freely choose to access activities in the indoor or outdoor classroom, this promotes freedom of choice, independence and more space for children to play with a wide range of both manmade and natural resources,

All areas are age appropriate, and resourced with high quality authentic items to enhance the children's learning within the new curriculum. Articles are clearly labelled in accessible storage to all children.

All broken and damaged resources are removed immediately, and furniture that is old or worn is replaced as necessary.

All staff help with the cleaning of the setting and a cleaning rota is in place to ensure that all areas are cleaned daily.

Risk assessments on the indoor and outdoor classroom, all resources, outdoor play, cleaning products, visitors to the setting and trips and outings are carried out on a regular basis.

There are adequate fire extinguishers for the size of the premises and a full fire risk assessment is in place. Half termly fire drills are carried out and recorded.

All electrical equipment is PAT tested and the central heating and gas boiler is serviced annually by the LEA.

The first aid box is checked and replenished termly and the infection control audit is reviewed at least annually or as needed.

### **CIW**

CIW inspections are carried out on a regular basis, and are a measurable guide line to ensure we have achieved the minimum standards as set by the Welsh Assembly Government for Sessional Childcare.

The leader ensures these standards are met at all times, and keeps herself updated with new legislation to ensure the setting complies legally. The leader and staff team strive to continue to make improvements to the service for the benefit of all stakeholders. All good practice recommendations given to us by

CIW inspectors will be acted upon.

### **Outside Agencies**

Llanddulas Playgroup has a close working link with Ysgol Llanddulas as we are the feeder for the school and share a classroom with the nursery class. Staff are employed at both settings and work collaboratively.

We are a member of Early Years Wales and have the support of their development officer when necessary. We have adopted many of their policies and procedures and have amended them where necessary.

We have the support of the Conwy Early Years Team and a link teacher who comes out to the setting regularly to support implementing the New Curriculum for Wales. They also provide training courses for staff to attend and update their knowledge and skills.

We have the support of the Conwy referral scheme to help children with ALN, working alongside staff from the CDC,

Staff implement strategies provided by the SALT team for individual children, and contact them for support and guidance when necessary.

Leaders work closely with Flying Start and Health Visitors to support vulnerable families.

Staff worked with a specialist nurse for the deaf who provided training in preparation for a new pupil starting at the setting in September.

We have hosted other settings to display how we utilise our outdoor area, and how we use the seesaw app as a tracking tool as well as a communication to parents.

All outside agencies working alongside the setting receive an end of year questionnaire to evaluate our service, their views are often considered when making improvements.

### **Achievements**

Over the last 12 months we have continued to successfully provide care and education to the children in the local community.

We have developed the learning areas both within the indoor classroom and outdoor environment with furnishings and resources funded by grants, which have had a positive impact on the children's learning,

We have implemented the new curriculum and provided enhanced learning opportunities in the local area, utilising the use of the school minibus to allow to take numerous trips and outings that provide exciting and purposeful learning opportunities.

We have been accepted onto the Flying Start Outreach Service and are now taking children from the age of 2 when necessary.

### **Risks and Uncertainties**

As an organisation that cares for young children our staff and trustees recognize that the main risk would be injury or death to any of the children whilst in the care of the setting.

Financial security is a risk should numbers attending drop dramatically.

Controls are put in place to manage any risks. All staff are first aid trained, full risk assessments are in place and are reviewed and updated regularly, policies and procedures are in place alongside insurance policies.

Accounting is kept up to date, grants are sourced and the setting regularly reviews it's business plan.

### **Policies and Procedures**

Copies of the policies are available to view in playgroup at anytime.

Administration of medicines.

Admissions

ALN Policy

Arrivals and Departures

Asthma Policy

Behaviour Management

Biting Policy and Procedure

Breastfeeding Policy

Children's Records

Complaints Policy

Confidentiality Policy

Conflict of Interest Policy

Corona Virus Policy

Curriculum planning

Dummies Policy

Environmental Sustainability

Equal opportunities

Equipment and Resources Policy

Food and Drink

GDPR and Privacy

Health and Safety

Healthy Lunchbox

Ill or infectious children

Inclusion

Induction

Litter

Missing child

No smoking

Non collection of a child

Older Child attending the Setting

Outdoor Play

Outings

Parental Involvement

Payment

Policy Review

Procedure following an accident or incident

Procedure following an accusation of abuse against a staff member or volunteer

Race equality

Recruitment of ex offenders

Settling in policy

Sick child policy

Staff sickness

Staffing and employment

Stress Management

Student Placement  
Suncream and Sunhat  
Supervision of children crossing a road  
Supporting positive behaviour  
Toileting and nappy changing  
Transition  
Trips away from the setting  
Uniform policy  
Volunteer in the setting  
Whistleblowing

## **Summary of Key Policies**

### **Admissions**

Llanddulas playgroup welcomes every child, whatever his/her needs, colour, race, religion, social class or family situation. We conform to the registration conditions as laid down by CIW regarding the number of children allowed in the room, and admissions are accepted on a first come first reserved place system.

### **Promoting Positive behaviour**

We aim to provide an environment based on clear, fair and consistent guidelines which promotes a child's understanding of acceptable behaviour. We believe that physical punishment is unacceptable and do not allow the use of this method of discipline. We will ensure that every method of behaviour management adhered to our policy and is appropriate for the age and level of development of the individual child. Staff will ensure consistency in methods that are used from day to day and from person to person. In every case where a child's behaviour causes concern, staff will discuss the situation with parents/carers without delay and develop a combined plan of action to be used both in the setting and at home.

### **Equal opportunities**

We seek to ensure that all aspects of our activities and resources promote equal opportunities for every individual regardless of nationality, colour, race, gender, disability, religion, age, culture or social class. This will include access to activities, equal treatment and respect towards each individual.

### **Inclusion**

Llanddulas Playgroup is committed to providing appropriate support to each child who has additional learning needs. We will work in partnership with Conwy Referral Scheme and other relevant outside agencies to ensure help and support for the child and his/her family.

### **Safeguarding**

We will protect all children in our care. Llanddulas Playgroup believes that each child has the right to expect that adults caring for them will protect them from any harm. The happiness, safety and wellbeing of every child is important to Llanddulas Playgroup. Llanddulas Playgroup is inspected annually by the Care Inspectorate Wales.

## **Accounts**

Accounts were prepared by Julie Heap Responsible Individual and Brenda Davies of Emerald books created the end of year financial report.

Total income received in the setting from

6<sup>th</sup> April 22 to 5<sup>th</sup> April 23    **£64, 714.53**

**Opening balance of £19.061.36**

**Income was received from the following**

Children's fees

Snack payment fees

Three year education grants

30 hr childcare offer funding

Welsh government Grants

**Expenditure of the setting**

**6<sup>th</sup> April 22 to 5<sup>th</sup> April 23    £66,386.22**

Expenditure as follows

Wages

Payroll expenses

Food

IT

Repairs and Maintenance

Rent

General Resources

**Closing balance £17,389.67**

## **Plans for the future**

Continue to implement the New Curriculum for Wales, with effective in the moment planning and observations.

Keep a positive working relationship with Ysgol Llanddulas so we can continue to work collaboratively to make transitions work well.

Develop a manageable timetable for staff to assist with the extra workload created by the influx of pupils from flying start scheme.

## Llanddulas Nursery Play-group

### 2022-23 Independent Accounts Review

by  
Brenda Davies of Emerald Books.

Charity number : 1149623

The following report details the activities of the above Nursery from 6<sup>th</sup> April 2022 – 5<sup>th</sup> April 2023.

#### Highlights

- The accounts are kept in an orderly fashion, held on excel with descriptions for all items.
- The accounts provided by the Nursery show a correctly reconciled balance at the start and the end of the year, with most purchases evidenced.
- **Income - £64714.53.** The income is made up of fees from parents, together with fees received from the 30hr funding scheme. Income for this year has decreased slightly from the previous year, but good levels of attendance resulted in good levels of collection of fees and 30hr funding but have seen a significant reduction in Grant income.
- **Outgoings - £66386.22.** The outgoings of the Nursery have decreased during the year. Staff costs have decreased slightly, as have snack purchases made during the year. Further analysis is required to appropriately analyse the purchases, as the fields are only broken down generally within the nursery accounts.
- Cash balances remain small. The cash-book is generally maintained by seniors within the team. Cash transactions are none that have been provided. What cash balances that are left should be paid into the bank accounts.

#### Changes recommended for 2021-22

- Further documentation provided to examiner: In preparation for the review of accounts, the Nursery should provide the following information to the examiner: Minutes of the AGM, Risk Assessment (covering financial risk), Evidence that requirements for trustees are met appropriately (such as fit and proper forms signed and AGM minutes documenting their appointment). **Not yet implemented.**

#### Changes recommended for 2022-23

- Cash balances should be paid into the bank account if the cash book is no longer being used by the setting. **Not yes implemented.**
- The accounting system that was setup for use by the nursery is not being used at present, so should be closed to reduced expenditure that is unnecessary. **Completed.**

#### Changes recommended for 2023-24

- The analysis of income is performed clearly and in an understandable format. The analysis of payments made from the nursery would benefit from further analysis recorded by the team. It is preferable to allocate each purchase to a purpose, and not have 'general' as a bucket in which to place expenditure. Suggestions include the following to be analysed within the accounts provided by the nursery:
  - o Capital purchases
  - o Training / uniform
  - o Insurance
  - o Repairs
  - o Rent

<b>DATE OF REPORT:</b>	31/05/2023
<b>NAME OF CHARITY</b>	Llanddulas Nursery Play Group
<b>INCOME/ EXPENDITURE FOR:</b>	6/4/2022 – 5/4/2023

Opening Cash Balance	£ 150.82
Opening reserve Balance	£ 505.77
Opening Bank Balance	£ 18,404.77
<b>Total opening Balance</b>	<b>£ 19,061.36</b>

<b>Income</b>	
Income from Fees	£ 11,271.75
Income from 30 hr funding	£ 33,067.20
Cash Fruit Money Income	£ 432.30
3 Year Funding	£ 11,884.02
Interest received (normal account)	£ -
Interest received (reserve account)	£ -
Other income	£ 170.18
Grants	£ 7,889.08
	<b>£ 64,714.53</b>

<b>Expenditure</b>	
Wages (including direct wage)	£ 47,089.95
ppe	£ 66.61
IT Software expenses	£ 1,046.42
Rent	£ 1,500.00
repairs and Maintenance	£ 4,740.13
Snacks/food purchased	£ 543.82
Training/Uniform	£ -
Insurance	£ -
Subscriptions/Memberships	£ -
General purchases	£ 10,259.29
Refunds	£ -
Audit and Accounting	£ 1,140.00
Capital Equipment	£ -
	<b>£ 66,386.22</b>

<b>Total Income and Outgoings</b>	
Total Cash/Bank Balances @ 6/4/22	£ 19,061.36
Total Income	£ 64,714.53
Total Expenditure	£ 66,386.22
Total Cash/Bank Balance @ 5/4/23	£ 17,389.67

Closing cash book Balance (5/4/23)	£ 150.82
Closing reserve Balance (5/4/23)	£ 505.77
Closing Bank book Balance (5/4/23)	£ 16,733.08
<b>Closing Balance:</b>	<b>£ 17,389.67</b>

<b>Actual Bank Balance</b>	<b>£ 16,733.08</b>
<b>Actual reserve Balance</b>	<b>£ 150.82</b>
<b>Actual Cash Balance</b>	<b>£ 505.77</b>
<b>Unpresented Cheques</b>	<b>£ -</b>
<b>Total Actual Balance</b>	<b>£ 17,389.67</b>
<b>Difference (Should = 0)</b>	<b>£ -</b>

Calc bal diff to actual = £ -

**LLANDDULAS PLAYGROUP NURSERY**

England & Wales - Charity number 1187159

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# Accounts

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## Self-Evaluation Document

Name of setting: Llanddulas PG

Date: June 2022

	Theme	Key area
CHILDREN	1 Wellbeing	1.1 To what extent do children have a voice?
		1.2 To what extent do children feel safe, happy and valued?
		1.3 How well do children interact?
		1.4 To what extent do children enjoy their play and learning?
		1.5 How well do children develop, learn and become independent?
	2 Learning <sup>1</sup>	2.1 How well do children acquire skills and make appropriate progress in their learning?
PRACTITIONERS	3 Care and development	3.1 How well do practitioners safeguard children whilst keeping them safe and healthy?
		3.2 How well do practitioners manage interactions?
		3.3 How well do practitioners promote children's development and meet their individual needs?
	4 Teaching and assessment <sup>1</sup>	4.1 How well do practitioners plan learning experiences that meet the needs of children?
4.2 How well do practitioners teach and assess children?		
LEADERS	5 Environment	5.1 How well do leaders ensure the safety of the premises?
		5.2 How well do leaders ensure the suitability and use of the premises?
		5.3 How well do leaders ensure the quality and use of resources and equipment?
	6 Leadership and management	6.1 How effective is leadership?
		6.2 How effective is self-evaluation and planning for improvement?
		6.3 How effective is the management of staff and resources?
		6.4 How effective are partnerships?

### Judgement descriptions

Inspectors will make one judgement for each theme across the setting's whole provision.

The following descriptions are intended as guidance to help inspectors to make judgements by considering the relative balance and significance of strengths and areas for improvement.

**Excellent** – very strong, sustained performance and practice

**Good** – many strengths and no important areas requiring significant improvement

**Adequate** – strengths outweigh weaknesses but improvements are required

**Poor** – important weaknesses outweigh strengths and significant improvements are required

When making judgements on inspection themes 3, 4, 5 and 6, inspectors will consider the impact on children's wellbeing and learning.

### Proportions

In reports, we use the following terms to reflect proportions. These are indicative relationships only.

nearly all	= with very few exceptions
most	= 90% or more
many	= 70% or more
a majority	= over 60%
half	= 50%
around half	= close to 50%
a minority	= below 40%
few	= below 20%
very few	= less than 10%

## Wellbeing

### 1.1 To what extent do children have a voice?

1. What do you do well and how does it benefit the children? How do you know?
2. What have you improved recently and what difference has this made to the children. Please provide examples.
3. What do you need to improve? How do you know? How do you plan to do this?

Evaluate whether children:

- make choices and decisions
- speak, communicate and express themselves
- express their views, contribute ideas and know that they will be listened to

## Does not tell us how well the children.

Upon entry into the setting parents provide 'All about me' documentation which shares the children and parents to complete one page profiles to establish what is important to suit individuals and this we have found supports the child's interests and independence. All children are given good opportunities to choose for themselves wherever possible accessible areas/resources around the classroom and outdoor area allows the children Resources in the areas allow children the opportunity to direct their learning. We do not use interests and ideas to enhance learning opportunities which most older children contribute through play.

We use voting discs to allow all children to make choices about which storybooks they encourage the children to give us ideas of activities they would like to complete, which display.

The setting provides a rolling snack period which allows the children to eat and drink

Twice yearly the children complete questionnaires with their key workers- allowing them to express their feelings and preferences which most children contribute through orally or through picture signs.

### 1.2 To what extent do children feel safe, happy and valued?

Evaluate whether children:

- are settled and cope with separation from their parents or carers
- form positive emotional attachments with practitioners and other children
- feel secure, happy, comfortable and relaxed
- feel valued and have their rights respected
- know whom to talk to if they are unhappy or worried about something

Most children form secure relationships with staff members; they know they can approach staff for assistance or guidance if needed. We encourage children to build strong relationships with their key worker. As a result of this nearly all children enter the setting happy and separate from their parents and carers with ease.

Nearly all children play confidently with the resources in a relaxed atmosphere where, children are not coerced into taking part in activities if they do not wish to and alternatives are offered. The setting encourages children to bring in their favourite toys or books to use as tools to develop their learning. (during covid restrictions items have been thoroughly cleaned before being used)

Each child has their own named coat peg, all paintings and drawings are labelled with the children's name and there are photographs of the children displayed within the home corner.

Most children are verbally able to communicate if they are unhappy or worried about something. Weekly observations demonstrate that most of the children are beginning to form friendships and play cooperatively with their peers where there is an effective level of engagement.

Staff have previously attended Seasons for Growth training which enables them to work with children who have suffered change, loss or grief (which covid may have caused.) and helps them to understand that what they are experiencing is normal. We have created a calm corner which the children can access independently as the result of the training (target 8 completed)

Free flow between indoors and outdoors takes place daily, and this allows children to learn in the environment that they feel most comfortable within. Trips and visits have been re-introduced and the children are taken for frequent off site visits into the local community which has helped the children

become more relaxed and engaged in their learning.

### **1.3 How well do children interact?**

Evaluate whether children:

- are resilient
- are beginning to develop a sense of right and wrong and are learning to manage their behaviour
- are learning to understand their feelings and are sensitive to the emotions of others
- co-operate, take turns and share
- respect others and take care of equipment and resources
- are self-disciplined and set and comply with rules for socially acceptable behaviour in line with their stage of development

Most pupils are resilient and can cope with the daily routines of the setting and unexpected changes that may occur during the session. Many children are learning to understand their feelings and can be sensitive to the emotions of others. For example they will help their friends if they are hurt or offer to play with them if they are feeling sad. Many of the children are able to express their feelings using the mood star display board which allows them to move the various stars depicting different emotions onto a photograph of themselves.

Most children share and take turns independently, staff model this behaviour during the session to promote this behaviour. Most children will participate in activities alongside others with the majority interacting verbally with their peers.

Majority of the children show self-discipline and will comply with the rules of the setting and requests from staff, children are rewarded with stickers on their rockets when they demonstrate good behaviour, and when the rocket is completed can choose a small gift reward. Most children understand that resources need to be put back in place at the end of the session and this has been aided by photographs of the resources being displayed in their correct positions.

There is outstanding interaction between nearly all of the children and the staff. Most children interact well with both familiar and unfamiliar guests. ( Any essentials visitors to the setting have been risk assessed prior to entry and have followed all guidance for safety procedures.)

### **1.4 To what extent do children enjoy their play and learning?**

Evaluate whether children:

- are active, engaged curious learners
- persevere for an appropriate amount of time
- sustain interest and concentration in activities and tasks
- gain a sense of achievement from what they do
- enjoy organised, free play, leisure and recreational activities

Most of the children are becoming more engaged in their learning and are showing interest in the resources without needing adult direction. This is very apparent in the outdoor area and within the small world, discovery and construction areas which have been amalgamated to create a large loose parts play area, where in the moment planning takes place and staff enhance the area with resources that provide focus for the child's interests. Registration has been decreased in time to allow the children to have more time to play in the environment, nearly all children are eager to explore the areas with very few needing adult support to engage them in activities. The majority of pupils will concentrate on some activities for lengthy periods, especially in the construction, small world and sand areas. Nearly all children are excited and engaged during trips and visits into the local community, they are enthusiastic during outings and staff observe increased concentration levels and improved communication and speech,

Many children enjoy speaking about or showing their achievements throughout the session or during plenary which demonstrates their growing confidence, they are keen to share their experiences and around half of the older children who attend daily are sharing their new knowledge with staff effectively.

Our learning environment allows the children to visit areas that encourages the children to initiate their own learning by independently choosing which resources they play with, allowing them an opportunity to be active and curious learners.

A few children engage in activities at home with their parents/carers that we have suggested to them using their seesaw account, and respond back showing photos and videos which supports evidence of their learning home.

### 1.5 How well do children develop and become independent?

Evaluate how well children:

- develop emotionally, physically, socially, creatively, linguistically and cognitively
- become confident and independent

Most children enter the setting with ease and the majority are familiar with the day's routine.

Most of them are able to make themselves understood verbally and a very few who have communication difficulties are progressing to use gestures to make their intentions known.

Many of the children have now formed bonds with their peers.

Many children can now put on and take off their coat independently and a few are able to fasten zips,

Many children are able to use the toilet independently and most children can wash and dry hands without support. The new hygiene routines of hand sanitizing washing hands on entry to the setting, before and after eating, after any outdoor activities, messy play, toileting and sneezing have been adapted to with ease.

Most children are able to help themselves to snack and pour their own drink from a selection offered to them. Most children are starting to learn how to wash up their own utensils after snack.

All children are confident when playing in the outdoor area and make their own choices about which resources they use when outdoors.

Many children use their initiative to problem solve and resolve issues without adult direction.

The majority of children will ask adults for support if required.

### Areas to be developed:

- Create an emotions area where children know they can go if they are feeling sad, angry upset scared etc and use the emotion puppet resources to let us know how they are feeling. Staff will use the books and resources available there to support the children with dealing with their feelings.

## Learning

*This theme relates to three and four year old children who are funded to receive early education.*

Consider whether children make good progress in what they can do, in their knowledge, understanding and skills bearing in mind their stage of development, additional learning needs and their starting points.

### 2.1 How well do children acquire skills and make appropriate progress in their learning?

Evaluate how well children are **developing communication skills** that encourage them to:

- express their feelings and emotions including through gestures, mime, signing and through art and music
- make themselves understood
- listen with understanding, for example to carry out instructions
- use appropriate language in spontaneous and structured play

- play with language as a means of developing their interest in language and extending their vocabulary
- show an interest in books and enjoy their content, with or without an adult, handling them as a reader
- follow stories read to them and respond
- experiment with and enjoy mark-making and writing experiences using a variety of media
- understand some of the functions of writing

**N/A**

In addition, in English-medium settings, evaluate how well children are **developing Welsh language skills** that encourage them to:

- show enjoyment and pleasure in singing Welsh songs and learning Welsh rhymes
- understand and respond appropriately to simple language, such as greetings and instructions
- use the language spontaneously in their play

**N/A**

Evaluate how well children are **developing physical skills** that encourage them to:

- be physically active in line with their ability
- develop co-ordination skills
- use large play equipment with increasing control
- begin to handle small tools with improving control

**N/a**

Evaluate how well children are **developing numeracy skills** that encourage them to:

- select and use appropriate mathematical ideas, equipment and materials to solve practical problems
- use mathematical language in relevant contexts
- recognise patterns, sequences and relationships through play and practical experiences
- participate in a range of songs and rhymes including for example days of the week and months of the year, cardinal and ordinal numbers

**N/A**

Evaluate how well children are **developing problem solving skills** that encourage them to:

- make decisions about what activities they choose and what they need to undertake certain tasks
- use different materials and resources
- demonstrate perseverance when faced with challenges
- work collaboratively to solve problems

**N/A**

Evaluate how well children are **developing creative skills** that encourage them to:

- express themselves through a variety of media such as role play, art, music,
- dance and movement
- make choices about how to present their ideas

**N/A**

Evaluate how well children are **developing information and communication technology (ICT) skills** that encourage them to:

- develop their communication skills
- become familiar with and confident in using technology in their play and everyday activities
- use digital tools that allow them to express themselves creatively

**N/A**

**Areas to be developed:**

# Care and development

This theme relates to provision for all children between 0 and 12 who may attend the setting

## 3.1 How well do practitioners safeguard children whilst keeping them safe and healthy?

Make a judgement about the overall culture of safeguarding in the setting. Evaluate the quality and effectiveness of the setting's policies and procedures for safeguarding and promoting children's wellbeing, and how well practitioners implement them.

These include:

- child protection policy, including procedures for recognising signs of radicalisation and extremism
- the arrangements leaders have to recruitment staff safely
- health and safety, including food hygiene and provision for infection control
- fire safety
- the arrangements for site security and safety
- safe administration of medication
- supporting children with medical conditions
- administering first aid
- safety on outings and visits
- internet safety
- bullying
- the management of children's behaviour including physical intervention and restraint
- policies and procedures to promote healthy lifestyles, including healthy eating, drinking and physical activities

All policies and procedures listed above are in place and are updated annually or as and when required. All staff read the policies annually and they are signed by all staff. All policies are shared with parents via hard copies or email and key policies are included in the parental welcome packs. All staff are trained to recognise signs of safeguarding which includes radicalisation and extremism.

All risk assessments including the covid risk assessment are in place and implemented and updated upon notification of regulatory changes. We follow safe recruitment process with all staff, students and volunteers having been DBS checked.

All staff have current paediatric first aid with the update bag valve training and food hygiene certificates. The setting has a score of 5 in Food and Hygiene ratings.

All staff are aware of cross contamination when changing nappies and preparing snack.

We follow our medication policy with parents signing medication sheet prior to staff administering medication. Medicine stored in a locked cabinet or fridge if needed. We follow guidance for specialist agencies for children with medical conditions and staff attend training if necessary.

An accident reporting procedure is in place and existing injury book which we fill in when incidents happen prior to child entering the session.

The leader is the health and safety officer

We conduct regular half termly fire drills which are logged and follow our setting fire drill assessments effectively.

All visits are risk assessed beforehand following our outing policies and parents' permission is sought prior. All children and staff wear high visibility jackets on outing.

In line with the rights of children and young persons (Wales) Measure 2011, and the UN Convention on the Rights of the Child, we believe that children

in our care have the right to feel safe and valued as individuals.

Internet safety-we use child friendly search engines on our Ipads, with a locked password. Adult supervise when children use the Ipads and discussions take place to make children aware of good and bad content. This is talked about on Internet awareness days and is continued throughout our sessions We are part of the pre -school healthy sustainable scheme and promote healthy lifestyle and healthy eating effectively following our policies and procedures (see question for more info??)

#### **Child protection**

In considering the effectiveness of the provider's procedures for child protection, evaluate the suitability of the setting's child protection policy and whether practitioners understand and recognise signs and symptoms of abuse in line with the Wales Safeguarding Procedures 2020. Also evaluate whether practitioners are aware of, and implement correctly, the setting's child protection policy and are able to identify risks to children.

Inspectors will report on whether the setting's arrangements for safeguarding children meet requirements and give no cause for concern.

All staff have completed up to date Safeguarding Training and have signed a copy of the settings Safeguarding policy as proof of their good understanding of their role in safeguarding the children at the setting.

#### **3.2 How well do practitioners manage interactions?**

Consider how well practitioners:

- work in line with the setting's behaviour management policy
- are consistent in their approach to dealing with individual children, so that there is no confusion in the child's mind as to what is/is not acceptable
- promote positive behaviour approaches
- encourage older children to take responsibility for their own behaviour
- model positive, respectful and caring interactions

Previously staff have received behaviour support training from Conwy Portage and made changes to the way we deal with challenging behaviour which has resulted in a calmer environment for most children. All unacceptable behaviour is ignored and the perpetrator is not named verbally or made to have time out but is removed from the incident and given time to calm down before they taken to another quiet area where they are spoken to about what they have done, the victim of any behaviour is fully supported and praised for the way they deal with the issue. Following our last CIW inspection, where we were complimented on our behaviour management, we have reviewed and amended our behaviour policy and removed the section on giving time out. Staff act as models for the children and manage behaviour in a way which is appropriate to each child's age and stage of development. Children who constantly show undesirable behaviour are given one to one adult support to understand their behaviour and how they should behave in the future. We work in partnership with the children's parent's and they are kept up to date in respect of their children's behaviour. All staff, students and volunteers are made aware of our Behaviour Management and Bullying policies during their induction. Children are encouraged to have respect for property and objects. The settings leader has received Solihull training which she has cascaded to all other staff, and this has helped them to work with children when they are struggling with their behaviour issues that staff feel are caused by underlying issues.

#### **3.3 How well do practitioners promote children's development and meet their individual needs?**

Evaluate how well practitioners:

- know, understand and meet the individual needs, abilities and preferences of children
- provide a nurturing and caring atmosphere/environment
- provide responsive care
- listen to children and value all attempts at communication
- promote equality and diversity
- encourage children to form relationships with others and show respect and tolerance for people from all cultural backgrounds
- promote the development of children, for example how they provide appropriate developmental activities for physical, emotional, social and cognitive needs
- treat all children with dignity, and respect
- ensure that children's privacy is respected
- track children's progress and use information and observations to plan for the next steps in their play (not applicable to children over eight years of age)
- ensure that older children can determine and control the content of their play by following their own ideas and interests

#### **Additional learning needs**

- Consider:

- the extent to which the setting offers children with additional learning needs full access to all areas of learning
- how well the setting identifies, assesses and responds to children's individual needs
- how well the setting integrates, supports and provides for children with additional learning needs, so that they make good progress in line with their stage of development
- the extent to which practitioners understand and respond to meeting individual needs
- how effectively the setting conducts regular person-centred reviews of children's progress that include parents/carers and all relevant multi-agencies
- the use of and contribution from specialist services such as the Early Years Additional Learning Needs lead officer, health, psychological, portage and social services

Within our playgroup we take every effort to offer a wide range of stimulating enhancing activities to our continuous provision both indoors and outdoors so that the children can use their imagination and take ownership of their learning according to the individual's likes and interests. These enhancements support our children to develop and are age appropriate.

During the Autumn term staff created one page profiles using parental information and observations of the child which we use as a tool to give us an insight into what is important to and for the child, and using these profiles we work with parents to create manageable developmental targets for the children which we have found useful to support the child's learning.

All staff give nurturing responsive care to the children and nearly all children come into playgroup happy and settled, keen to spend time with us. They are encouraged to work together by taking turns, sharing and building friendships with each other. The children enjoy a variety of activities which will help them to learn new skills. All children explore confidently through hands on learning experiences that encourage their investigative skills. The children are given space to develop their own ideas and interests enabling them to build on their knowledge. Children are encouraged to use the opportunities to ask questions and build on what they already know.

Children are given good opportunity to experience other religions and cultural experiences and are encouraged to experience differences. Playgroup promotes diversity through displays, resources, attitudes and through their daily play. Practitioners encourage positive links with home and welcomes families from other religious or cultural backgrounds to the playgroup e.g we have an EAL child in our setting who we support one to one and work closely with the family and outside agency to develop his communication skills.

All children are able to participate fully into the activities provided because they are tailored to the individual needs of the children, our equal opportunity and privacy policies supports this.

Staff make thorough observations of the children during their play which allows staff to track and monitor their progress and make planned next steps for their learning.

**ALN-** We collaborate effectively with outside agencies, for example speech therapists, portage, CDC and Conwy referral to ensure that all children get the right support during their time at playgroup.

Reviews are conducted effectively and parents are involved in the process, Advice is offered to parents and we ensure that respect, confidentiality and mutual trust is established. All ALN children are given every possible opportunity to fulfil their potential and are fully integrated into the setting both indoors and outdoors. The leader and deputy have attended several ALN training delivered by Conwy LA to upskill and be informed about the new ALN code of practice and has cascaded information to all staff. Our target is to ensure we continue to attend all relevant training to support the ALN code of practice and become confident in supporting our children and writing one page profiles (target 2) We ensure that IEP's are followed accurately and that pupils who require one to one support are given this on a daily basis.

Staff have attended Elklan and Makaton training to benefit children with speech and language difficulties.

### **Areas to be developed:**

All staff to receive training in the new ALN code (target 2)

## Teaching and Assessment

This theme relates to provision for three and four-year-old children who are funded to receive early education.

### 4.1 How well do practitioners plan learning experiences that meet the needs of children? *(links with 2.1)*

#### Evaluate the extent to which:

- the planning of learning experiences is successful in engaging and meeting the needs of all children
- practitioners collaborate to plan flexible, responsive and innovative activities
- learning experiences encourage children's all-round development and progress
- learning experiences build systematically on existing knowledge, understanding and skills as children move through the setting

#### Consider how well the learning opportunities that practitioners provide encourage children to:

- take risks, experiment with new experiences, become confident explorers of their environment and become independent learners
- develop their physical, thinking and creative skills progressively
- develop a better understanding of the world in which they live and how to look after it

#### Evaluate how well the setting:

- develops children's skills, including their communication, literacy, numeracy and ICT skills
- makes sure that the provision for these skills is properly co-ordinated to ensure that children make good progress

We have effective in the moment planning in place. Following on from the Adventures with Alice training provided by the LEA we ensure that continuous provision in all areas of the classroom are facilitated with exciting age appropriate resources and activities that will help to develop the children's learning. *(target 1)* Enhancements for the areas are noted on the weekly planner and the emphasis is placed on noting down on the planner which activities the child directed themselves and what skills were developed with them during these activities. Adult led observations looking for specific skills are undertaken during the child's free play and whilst the child is completing a task that they have chosen to do themselves, rather than a specified activity. All in the moment observations and teachable moments and outcomes from the teaching are recorded in the child's file and the next steps for the individual will be noted and enhancements added to areas to support their next steps.

The children are given space to develop their own ideas and interests enabling them to build on their knowledge. This is taken into account and reflected upon when planning for individuals and all children as a group.

Whilst in the past the Pupil Voice system worked well, we now use the In the moment planning and much more reflective practice is taking place as staff feel this is more individual to the child involved and encourages them to be enthusiastic with activities that they have had an impact in choosing. *(target1)*

Children are encouraged to use the opportunities to ask questions and build on what they already know.

Celebrations of achievement, birthdays and other family event such as the arrival of new family members take place regularly. Children are encouraged to be kind and thoughtful towards each other through the encouragement of sharing and taking turns. The practitioners

model positive displays, which are quite often copied by the children. Children are encouraged to be kind, considerate and thoughtful to each other.

#### Language literacy and communication skills

We provide good opportunities for children to develop their communication and language skills through activities such as show and tell, singing and performing, language games, puppets and story sacks. A variety of exciting hands on activities also supports children communication skills as staff talk and encourage children to interact. However a few of our children's **oracy skills need developing this year and is an area we are targeting** (target 4)

Mark making provision is good as resources are available in all areas, and practitioners encourage this by providing the children with a wide range of writing tools such as paint, crayons, chalk and pencils. We also use materials such as glitter, shaving foam and cocoa powder for the children to use their fingers to create marks.

#### Personal and Social Development-wellbeing

We encourage children to build strong relationships with their key worker. We encourage children to share how they are feeling and any special events that make them feel valued. We display children's work and take photos of the children and place them in their learning journeys which helps to give them a sense of belonging. We talk regularly to the children about how they should behave towards each other and use books and films to support t displays, resources, and books depict people from other cultures and people with disabilities to encourage children to show respect and tolerance to everyone. Celebrations such as Chinese New Year, Diwali and Hannukah are celebrated within the setting to promote diversity.

Numeracy development is supported at every opportunity, counting out cups at snack time, number of pupils present at registration, toys in a box and steps taken to walk to a given area. Children are also encouraged to explore problem solving activities in role play areas, where they have access to a telephone, money and shapes. These resources offer children learning opportunities that will help them to develop their skills. Children sing number songs and rhymes to develop their counting skills and have many opportunities to become familiar with 3D shapes when playing in the construction area.

#### ICT development

ICT awareness is supported in our setting with the use of the IWB, computer and I-pad with basic programmes such as counting, matching and shape games. Children are also encouraged to use ICT toys such as remote control cars, 'walkie talkies', microphones and digital cameras where they learn how switches, sliders, knobs and buttons operate and make things work, open or turn on. Following training on the DCF and we are working to gradually introduce the skills to the children. Staff have created E-books using the See-Saw app which allows the children to help to create a document which records their development progress, and allows the parents to view their daily activities

#### Knowledge and understanding of the world-Exploration and Belonging

Practitioners help children by encouraging exploration skills and inquisitiveness by stimulating thinking, problem solving, predicting outcomes and helping children achieve their goals. We use resources such as magnets, torches, magnifying glasses and binoculars, loose parts to help with these skills. The children regularly visit places of interest in the local area such as supermarkets, farms, theatres, post office and park to enhance their learning and all children benefit greatly from theses visits. Children are supported by staff to keep the outdoor area tidy, pick up litter, recycle when possible and take care of plants, and vegetables in the garden as a way of introducing sustainability to them. Children are encourage to care for living things and observe seasonal changes e.g make bird food in winter, notice frog spawn in Spring.

#### Physical development

Children's are provided with good opportunities to develop their physical skills. Daily opportunities for children to engage in play which challenges their fine and gross motor development and self-risk assess is offered e.g for large gross motor skill children engage in active stories, jacobaeo, outdoor activities, using equipment, use the local park and a variety of interesting experiences are offered to support fine motor skill e.g wood work, threading.

#### Creative

Children access good provision to develop their creative skills. They are encouraged to explore all types of messy and creative play such as jelly, rice, cornflour mud and playdough which has been provided as an individual activity to each child to reduce risk of cross contamination due to covid. We plan a range of activities that encourage sensory exploration such as light and dark, sounds, tasting and smelling foods and creating junk models. We encourage children to express their feelings effectively through different types of activities such as song and dance, movement, imaginative play within the home corner or role play areas and encourage our children to build and create with our loose parts and construction resources.

#### **Welsh language provision in English-medium settings**

Evaluate how well the setting provides for children to use and experience the Welsh language as much as possible in their learning, taking account of the children's starting points. Evaluate how well the setting develops progressively the Welsh language skills of children and staff.

#### **The Welsh dimension**

Inspectors should judge the extent to which the setting promotes children's awareness of the traditions and celebrations of the cultures of Wales.

We strive to provide a good standard of Welsh language development provision. Children's are made aware of the cultural and historical characteristics of Wales and the practitioners use simple Welsh words and phrases in each learning area. Welsh books and resources are readily available and the children are introduced to songs and rhymes on a daily basis, We celebrate festivals such as Santes Dwynwen and St David's day. Children are familiar with Welsh cartoon characters such as Sali Mali, and enjoy listening to simple Welsh audio stories featuring them. We use our Welsh language bear Ticw as a home school link, which helps parents with no Welsh knowledge to familiarise themselves with counting, colours and simple Welsh phrases. **Most displays in the settings are bi-lingual and should parents require information written in Welsh this can be provided upon request. However we feel Welsh vocabulary in the play areas need to be further developed and staff encouraged to use more Welsh daily to encourage children to use vocabulary in their play,** (not in DP?)

#### **Spiritual, moral, social and cultural development**

**In evaluating provision for spiritual development, consider the extent to which children have opportunities to:**

- develop a sense of curiosity about their own and other people's lives and beliefs
- develop a sense of awe and wonder about the world in which they live

**In evaluating moral development, consider how well the setting:**

- fosters values such as honesty, fairness, and respect
- promotes principles that help children to distinguish right from wrong
- develops children's understanding that all living things should be treated with care, respect and concern

**In evaluating social development, consider how well the setting:**

- encourages children from different groups to:
- take responsibility, show initiative and develop an understanding of co-operating and sharing with others
- understand simple rules of behaviour such as sharing toys
- learn how to relate to others and take some responsibility for their own actions
- contribute to decision-making

**Judge how well the quality of relationships in the setting helps to:**

- form children's attitudes to good social behaviour and self-discipline.

**In evaluating cultural development, consider how well the setting:**

- encourages children to engage with the arts, sports, music and other cultural activities.

By working towards adapting our practise to the Curriculum for Wales and allowing the children to challenge themselves through their play we believe that they will become ambitious capable learners who are enterprising and creative. Providing activities and information that will promote healthy confident lifestyles, the children will develop as independent ethical, respectful individuals who can co-operate, share and take turns with others and take responsibility of their own actions.

Staff show respect to the children, the environment and resources and model positive behaviour at all times.

Children are given opportunities to take part in varied and diverse activities that encourage these abilities.

## 4.2 How well do practitioners teach and assess children?

The focus should be on the impact of teaching on learning and not on any one particular approach.

Evaluate the extent to which practitioners:

- have up-to-date knowledge of child development and the impact of additional learning needs on development
- understand the requirements of the curriculum
- have high expectations of all children, including children with additional learning needs, more able and talented and children with English as an additional language
- plan a suitable balance between child-initiated and adult directed/led activities that meet children's individual needs flexibly
- understand the importance of providing opportunities for children to learn through play and active involvement in authentic contexts
- are good language models
- promote children's language development such as extending their vocabulary
- provide a stimulating and challenging environment both inside and outside, which encourages children's involvement, participation and enjoyment
- use questioning to challenge children and develop their learning
- use additional practitioners effectively
- intervene appropriately in children's activities/play
- value the children's creative process and not the end product

**Consider the extent that all practitioners are involved in planning and briefed about what they are expected to do.**

All staff are suitably qualified and experienced. They regularly attend training courses arranged through the LEA, Early years Wales, CIW and 'Clebran' to ensure that they are familiar with all requirements for The Curriculum for Wales. Ideas from courses are used well by staff.

Keyworkers use their knowledge of their children their likes and dislikes to make informed choices for how to interact with them and support their development during in the moment planning well.

Staff are fully aware of the need to balance directed play and child led play, and know when to intervene appropriately. They encourage children to be actively involved in creating a stimulating and exciting environment both indoors and outdoors assisting in creating resources, tidying up, preparing snacks, helping with jobs and recycling.

Staff allow children to create their own work and do not attempt to take over to create items for the, thus promoting independence

Staff fully support the Curriculum for Wales four purposes, and have undergone modules on Outdoor Learning, Transition, Observations and Child Development on HWB to support the curriculum. Allowing children to learn through hands on experiences we regularly plan trips, outings and visits from people in the community ensuring thorough covid risk assessments have been met. Staff have observed that there is a significant improvement in the children's behaviour when they are taken off site for visits, and parents report that children give positive feedback about their experiences.

Staff demonstrate good listening skills and act as role models at all times. They ask open ended questions to encourage oracy skills and challenge children to broaden their knowledge. **Questioning and language is differentiated for MAT and ALN children when completing adult led tasks during freeplay.**

Staff are allocated time at the end of sessions to complete paperwork to record observations and complete developmental progress assessment which they do well and which informs them of the children's next steps. **(target 3)**

## Assessment

**Evaluate the extent to which the setting's procedures are manageable and enable practitioners to:**

- assess children regularly and carefully and record observations and assessments that identify children's strengths, areas for improvement and progress, effectively
- use the outcomes of assessments to plan future activities that meet children's needs and interests, including the provision of extra support where necessary
- engage with parents/carers in order to gain an individual perspective of each child's strengths and areas for development
- keep parents/carers informed of their children's progress and what they can do to promote their development and to help them improve

?

**Areas to be developed:**

**Target become familiar with the new curriculum**

**Target - language and communication**

## Environment

This theme relates to provision for all children between 0 and 12 who may attend the setting

### 5.1 How well do leaders ensure the safety of the premises?

Evaluate whether:

- children are cared for in a safe, clean and secure environment
- unnecessary risks to children have been identified and as far as possible eliminated
- there is a balance between the need to promote children's safety and protect them from harm, and the need to support children to take risks

**NOTE: Failures in the above will influence the judgement for safeguarding**

The setting's leader has carried out regular Covid risk assessments, each time Welsh Government guidance is amended. All policies and procedures have been amended to support the risk assessment document. An adapted cleaning rota has been implemented to ensure that Welsh Government and Public Health Wales guidance is being followed by all staff and other parties who use the premises. We no longer allow parents on site and there are specified distancing markers on the path into the setting to support social distancing, along with posters displayed on the fence. All adults on site wear face masks when indoors and unable to distance away from others. There are ample supplies of PPE available to all staff and they are currently encouraged to take Lateral Flow Tests daily, with all results electronically recorded. The leader ensures that she is up to date with all current information and guidance.

We ensure that the premises are kept safe by having thorough policies and procedures in place. We carry out regular risk assessments, fire drills and alarm tests. All electrical equipment is PAT tested, the boiler and heating systems are serviced annually, as is the fire safety equipment. Termly tests are taken on the water to ensure no legionella is present and all cleaning materials used are verified by COSHH.

All staff are suitably qualified and all staff, students and volunteers have been DBS checked. Any visitors to the site are asked to sign the visitors book and are never left unsupervised with a child. We work in accordance with our employment and staffing policy and always have more staff on site than is required by CIW regulations. This allows us to have a thorough cleaning regime and extra staff available to clean up throughout the session, and ensure that the working environment is clutter free. Staff encourage the children to assist in tasks such as sweeping up sand, tidying up resources and washing snack utensils to make them aware of the need to keep the premises clean and tidy.

All staff have current paediatric first aid and food hygiene certificates and are made aware of Health and Safety, Hygiene, and Illness policies. Staff have attended Valve Mask training to adhere to guidance for completing CPR during covid. These policies are all reviewed annually or when deemed necessary. The setting has a score of 5 in Food and Hygiene ratings.

The main gate to gain entry to the premises is always secured when children are on site and access can only be gained via a coded lock. The door into the building is always supervised by a member of staff during admission and departures times. The door is secured using a safety chain which is out of height to the children during playgroup opening hours. Children are only discharged to their parents or named persons on the child's information sheet. All parents are asked to sign their child into the setting electronically using their personalised Seesaw app.

All activities are completed after a risk benefit assessment has been taken

## **5.2 How well do leaders ensure the suitability and use of the premises?**

Consider the extent to which all children, including those with additional learning needs have equal access to the setting's facilities, resources and activities

### **Evaluate whether:**

- the premises and any outside play areas are welcoming, friendly and provide a rich environment for play and learning
- there is sufficient space and facilities to meet the needs of children, including those with additional learning needs
- the indoor and outdoor environments are used well to promote skill development
- the layout and design promote children's independence and are considered from the child's perspective
- the premises are well maintained
- there are suitable facilities for staff
- there are appropriate arrangements to hold confidential conversations and to store records securely

- play/recreational spaces offer suitable challenges, risks and opportunities for children to experiment

## 5.2 How well do leaders ensure the suitability of the premises?

We have been operating from a purpose built setting on the grounds of Ysgol Llanddulas for over 15 years previous to this we ran from a classroom in the school. The settings is bright and airy having recently been redecorated throughout the classroom and hallway to give a welcoming child friendly environment.(target4) We currently share the setting with the school nursery class. We have sole use of the premises during the mornings. The setting consists of 1 main playroom, a library/quiet area, a craft room with separate secure kitchen and an entrance hallway and cloakroom area with children's toilets and a disabled/staff toilet. Playgroup have sole use of an outdoor classroom which was purchased using grant money and decorated with murals suggested by the children.

The entrance to the building is via a ramp making the setting fully accessible to wheelchair users. All handwash facilities and toilets are low level, and child friendly, The layout of the rooms has recently been changed to amalgamate small world, construction and discovery areas to allow for cross curricular learning. Areas are enhanced on a regular basis using authentic resources where possible. We have modern child friendly easy access open storage furniture that allows children to access resources independently. There are numerous wall boards to display information, photographs of the children and the children's craft work. There is a large child friendly outdoor area which has many different areas, an outdoor classroom, a wooden shelter and a forest school which foster independent learning and sustainability. A recent grant has allowed us to purchase more storage sheds within the learning areas in the garden to allow the children to become more independent in their selection of resources within the areas With the area taking up such a large space the upkeep and maintenance is quite time consuming and staff plan activities that encourage the children to assist with maintenance eg weeding, planting, brushing up etc. A sink and hand washing facility has been placed outdoors to encourage good hand hygiene, and hand sanitisers are available at the entrance to the building and inside the main hallway. Soap dispensers are now battery operated automatic devices that reduce risk of cross contamination. An automatic washing machine has been purchased to help in the cleaning of soft toys and furnishing and clothing. Social distancing and good hygiene measure signs are displayed prominently both inside and outside the setting.

The disabled washroom doubles as a cloakroom for staff's personal items. Whilst there is no specified area to have confidential conversations, arrangements can be made to use rooms within the main school site if necessary to have socially distanced meetings.. All records are stored in a locked filing cabinet in the classroom.

A grant has recently been approved and the setting will be purchasing new windows and doors and all purpose flooring will replace carpeted areas.

## 5.3 How well do leaders ensure the quality and use of resources and equipment?

### Evaluate whether:

- children have access to furniture, equipment, toys and resources that are appropriate and suitable for their needs
- resources are age- and stage-appropriate and well maintained, and conform to relevant safety standards
- resources are clean and their maintenance complies with infection control principles
- toys and play materials promote cultural awareness, including the culture and heritage of Wales, and equal opportunities
- the indoor and outdoor areas provide appropriate play and learning opportunities
- the use of a wide range of sustainable materials is promoted

We have used information from the Cathy Delve training course to ensure that we have a sufficient supply of all resources listed in her continuous provisions lists and regularly enhance the areas with both manmade and natural resources to further develop the children's learning and development. The use of loose parts is dominant in both the indoor and outdoor environment. Due to Welsh Government guidance many resources such as books, soft toys and furnishings and playdough and sand now have risk assessments that are carried out before they are used, eg sand is only used in the outdoor area, playdough is individual to each child, books are quarantined after use and all soft toys, clothing and furniture is washed in a washing machine after each use. All resources are sprayed with Dettol antibacterial spray frequently throughout the session and all resources are soaked in Milton solution after use and allowed to air dry. An

audit is carried out annually to assess which items need replacing. All equipment and resources are age appropriate and sourced from reputable suppliers. Broken or worn equipment is reported immediately and disposed of. Policies have been amended to ensure that toys and equipment are sanitised regularly to minimise the risk of cross infection and a record of cleaning is kept. There is a wide range of multi cultural equipment which depicts both genders and disabilities and is not stereotypical. This is supported by our equal opportunities policy. Mark making equipment is available in all areas of learning and both fiction and non fiction books in English and Welsh are displayed prominently throughout the setting. The setting has recently received a grant to purchase new resources that will develop communication and physical skills. Items purchased have been approved by the LEA.

## Leadership and management

### 6.1 How effective is leadership?

#### Evaluate how well leaders and managers:

- set high expectations by supporting and challenging everyone to do their best
- communicate their vision for the setting and explore how to achieve it in collaboration with others
- keep the registered person/responsible individual and, where applicable, management committee informed about the setting's progress
- promote safe practices and a culture of safety
- create a positive ethos so children and staff feel valued
- set clear aims and objectives that are focused on children's needs and are understood and implemented by all practitioners and made available
- plan strategically to provide purposeful opportunities for children to develop their Welsh language skills
- deliver the Welsh Language Active Offer\* (\*this means a service is provided in Welsh without someone having to ask for it)
- comply with CIW regulations and meet the national minimum standards
- have a clear statement of purpose that provides an accurate picture of the setting
- take account of whether concerns/complaints have been addressed appropriately

### 6.1 How effective is leadership?

Llanddulas Playgroup aims to provide high quality care that enhances the development, care and education of pre-school children in a safe and stimulating environment, where they learn through play in partnership with parents/carers. In my role as playgroup leader my hopes and dreams for the setting are to work in close connection with the registered person and management committee to continue to provide the children in our care with an exciting, fun, challenging learning environment, where they can be contented independent learners. Myself and the deputy manager attend all committee meetings and provide feedback to them of how the day to day running of the setting is progressing.

In 2008 I achieved an NVQ level 4 in Early years Child Care and Education and an ILM in Business Management that I feel has assisted me in developing the setting and continues to improve how I care and educate the children and manage the staff. I have a good understanding of my legal duties and am familiar with all CIW regulations which I ensure are complied with. I have up to date Safeguarding, Paediatric First Aid and Food Hygiene certificates and am up to date with Food Regulation procedures. I understand the Data Protection Laws and have registered with the ICO as well producing a new GDPR policy when this came into effect in April 2018. I understand the importance of safeguarding to all children and of the need to be vigilant to any radicalisation, extremism and on-line safety issues. I am confident in knowing the indicating factors of potential radicalisation, and the procedures to follow if I have a concern. I have produced a comprehensive statement of purpose that is made available to any interested parties

via the settings website.

I have undertaken all available training for the New Curriculum for Wales and have arranged for all staff to be paid to undertake training at a time convenient to them, we have begun implementing the curriculum since Sept 2021 and are finding it has a positive impact on the children's behaviour and engagement. Myself and all other staff regularly attend training arranged through the LEA Early Years Team or Early Years Wales. When I recruit staff I ensure they continue to be suitable and happy in their role by carrying out regular supervisions, annual appraisals and encouraging them to access ongoing training. However recently..... (Target 7) All training attended by myself is cascaded down to the staff during staff meetings and providing associated literature. I have high expectations for all children including the most able and the most disadvantaged and always seek professional guidance to support them.

I prioritise improvements that benefit the children, their parents and staff, recently amending our daily routine to include free play access to the outdoor environment throughout the majority of the session. target 5) I have redesigned the playroom and provided ample loose parts to facilitate and develop the children's learning within the new curriculum . I regularly risk assess the physical environment so children of all ages can take opportunities to make progress independently.

More I-pads have been purchased so each member of staff can have their own so they can keep electronic records of their key children, waterproofs and wellies have been purchased for all staff to make outdoor learning more comfortable for them.

I continue to ensure that the setting remains covid safe and secure and have acted on all guidance received from Welsh Government and Public Health Wales. I work alongside the head teacher at the school where we are based to ensure that we operate co-operatively and follow all educational guidelines for schools.. I adapted both the operational plan and statement of purpose to reflect changes due to covid, I continue to apply for numerous grants and work with the accountant to forecast the sustainability of the setting for the next financial year.

## **6.2 How effective is monitoring, self-evaluation and planning for improvement?**

### **Consider how well the setting's monitoring and self-evaluation processes:**

- draw on first-hand evidence to accurately identify the setting's strengths and areas for improvement
- take account of the views of staff, parents/carers, children, and other stakeholders
- draw upon reviews, advice and feedback by external agencies, where appropriate
- prioritise the matters they wish to improve
- implement sound strategies likely to bring about the desired improvements
- allocate appropriate funding results in improvement in the quality of care, play, and learning
- lead to making improvements and have a positive impact on children's learning and wellbeing

The setting has made good progress since our previous Estyn inspection and has addressed all the recommendations effectively. Self-evaluation successfully identifies areas for improvement. Practitioners know the setting well and as a result strengths and areas for development are recognised and action is taken to make changes that ensure positive gains and successful improvements for the children.

Staff complete simple smiley/sad face questionnaires with the children to establish what they like and dislike about the setting, and if possible act on the requests of the child

An in depth online questionnaire is provided to all parents, and they are encouraged to answer honestly and anonymously about how they feel the setting is ran, and how they believe their child is progressing.

Staff receive termly supervisions to provide feedback and receive annual reviews to discuss the next steps in their career.

All external partnerships receive questionnaires asking for feedback on how we have liaised with them, and how they feel the setting is ran.

All practitioners are engaged in professional development, however they not only actively share their expertise and knowledge to benefit each other but also practitioners in other groups and they contribute highly effectively to local authority training. There is a positive culture of self-reflection and practitioners are open to new ideas and try different ways of working. For example, the development of free flow play between the outdoor and indoor area has enabled the children to be more independent in their choice of where they wish to play. Snack time is now a rolling activity where children are encouraged to serve themselves and take snack at a time that suits them and does not interrupt their learning experiences. The children have more independence, choice and further skill development opportunities as well as extending the range of outdoor learning experiences.

All developments in the group have the children at the centre of the provision with the emphasis being placed on the health and wellbeing of the children.

### **6.3 How effective is the management of staff and resources?**

#### **Evaluate how well leaders and managers:**

- follow safe, robust and timely recruitment processes
- define roles and responsibilities
- have an effective system of practitioners' supervision and appraisal that leads to agreed targets
- ensure that there are sufficient practitioners who have relevant and appropriate qualifications and experience of working with young children, including those with additional learning needs and that these are deployed appropriately
- ensure that practitioners understand and fulfil their roles in relation to the setting's strategic aims, plans and responsibilities
- develop contingency staffing plans
- make good use of the funding it receives, including the Early Years Development Grant (EYDG)

Consider the arrangements to support the active engagement of all staff in increasing their professional knowledge, understanding and skills, including participation in whole-setting professional learning experiences.

### **6.4 How effective are partnerships?**

Consider how well the setting is clear about its role and responsibilities to establish trust and clear communication between partners. Also consider how well the setting works with parents/carers, Early Years Additional Learning Needs Lead Officer and other partners to support children with additional learning needs.

#### **Evaluate how well the setting:**

- works with a range of partners to improve children's health, learning and wellbeing
- works with parents/carers to identify the individual needs and preferences of their child before and during their time at the setting
- works with parents/carers to improve their child's wellbeing and learning on a day-to-day basis
- keeps parents/carers informed about their child's care, development and progress
- provides information/carers to parents about the setting's policies and procedures
- works with a range of partners to support transition

We work extremely closely with parents and carers, we ask for as much written information as possible about the child's likes, dislikes etc on an All about Me form, before they commence at the setting so we can help to support them settle in easily. We provide regular newsletters, a noticeboard with useful information for parents, a website and Facebook account where parents can see activities the children have enjoyed. We use a social media account called 'See Saw' which is solely for each individual parent, this allows us to interact with parents in "real time" and can be a positive tool in allowing parents view how their child is settling in, etc. We have provided parents with information regarding the new curriculum for Wales and regularly forward literature to parents from WG, Health Board and Speech and language services to assist the parents in making information decisions about their child's wellbeing.

Whilst new or prospective parents are encouraged to stay with their child during the settling in period if they wish to, during periods of high levels of covid we have offered parents to attend the setting with their child outside of operating hours to familiarise themselves with the premises and staff. Staff are available socially distanced at both the start and end of the day to speak informally to parents about their child's activities that day, and parents can make appointments to telephone to discuss their child's development at a convenient time to themselves.

Parents have received electronic E books which show their child's development over the year and a written report which shows the child's development, along with the child's next steps in their development plan in place,

The manager speaks to the local Health visitor on a regular basis and they have recently worked together with TAF to arrange Multi Agency meetings to support a parent of a child attending the setting to find a social worker and put an action plan in place to support both parent and child.

We have strong links with Ysgol Llanddulas early years department. The premises is shared with the school nursery class, and the manager and nursery teacher meet weekly to discuss the progress of pupils who attend both settings and to collaborate with ideas for developing the environment. We arrange taster days for pupils before they move onto their new classes so they can become familiar with the environment and meet the staff. We provide the children with plenty of information prior to their transition to help them feel comfortable with the move. We have a shared pool of resources that we use, instead of the need of purchasing new items.

We have strong bonds with our LEA advisory teachers who provide us with support and guidance on national initiatives and the new curriculum, but due to covid restrictions visits have been limited although we have received frequent monitoring calls instead. The LEA have ensured that we have received all Welsh Government and Public Health Guidance by email and are always available by phone for any advice we need.

Early Years Wales also continue to support us and have provided us with important information regarding training courses, employment laws and legislation.

We continue to be supported by Conwy Healthy and Sustainable Pre School scheme who chose us to be included on a public information film for Public Health Wales supporting the benefits of outdoor learning, the manager was interviewed and staff and children filmed showing examples of good practice.

We have worked in close conjunction with Conwy referral scheme who have provided us with support , guidance and resources for supporting children with ASD, Downs Syndrome and EAL and have visited the setting to carry out monitoring reports adhering to all covid guidelines. Parents have reported they are very happy with the support their children have received from their support workers who have been funded through the referral scheme or the Childcare offer for Wales.

We have received regular updates from CIW and received an Estyn monitoring call to check how the setting has operated during covid.

The committee have appointed an accountant who now deals with all PAYE issues and has provided invaluable advise to the setting regarding pension schemes..

## **Areas to be developed:**



<b>DATE OF REPORT:</b>	31/05/2022
<b>NAME OF CHARITY</b>	Llanddulas Nursery Play Group
<b>INCOME/ EXPENDITURE FOR:</b>	6/4/2021 – 5/4/2022

Opening Cash Balance	£ 150.82
Opening reserve Balance	£ 505.77
Opening Bank Balance	£ 15,896.98
<b>Total opening Balance</b>	<b>£ 16,553.57</b>

<b>Income</b>	
Income from Fees	£ 15,924.10
Income from 30 hr funding	£ 42,030.65
Cash Fruit Money Income	£ 388.60
HMRC JRS	£ -
Interest received (normal account)	£ -
Interest received (reserve account)	£ -
Other income	£ 109.27
Grants	£ 17,165.68
	<b>£ 75,618.30</b>

<b>Expenditure</b>	
Wages (including direct wage)	£ 50,942.38
ppe	£ 219.64
IT Software expenses	£ 172.23
Rent	£ 1,500.00
repairs and Maintenance	£ 1,570.00
Snacks/food purchased	£ 1,155.68
Training/Uniform	£ 653.40
Insurance	£ 603.89
Subscriptions/Memberships	£ 117.86
General purchases	£ 8,429.63
Refunds	£ -
Audit and Accounting	£ 1,300.00
Capital Equipment	£ 6,445.80
	<b>£ 73,110.51</b>

<b>Total Income and Outgoings</b>	
Total Cash/Bank Balances @ 6/4/21	£ 16,553.57
Total Income	£ 75,618.30
Total Expenditure	£ 73,110.51
Total Cash/Bank Balance @ 5/4/22	£ 19,061.36

Closing cash book Balance (5/4/22)	£ 150.82
Closing reserve Balance (5/4/22)	£ 505.77
Closing Bank book Balance (5/4/22)	£ 18,404.77
<b>Closing Balance:</b>	<b>£ 19,061.36</b>

<b>Actual Bank Balance</b>	<b>£ 18,404.77</b>
<b>Actual reserve Balance</b>	<b>£ 505.77</b>
<b>Actual Cash Balance</b>	<b>£ 150.82</b>
<b>Unpresented Cheques</b>	<b>£ -</b>
<b>Total Actual Balance</b>	<b>£ 19,061.36</b>
<b>Difference (Should = 0)</b>	<b>£ -</b>

Calc bal diff to actual = £ -

## Llanddulas Nursery Play-group

### 2021-22 Independent Accounts Review

by

*Brenda Davies of Emerald Books.*

Charity number : 1149623

The following report details the activities of the above Nursery from 6<sup>th</sup> April 2021 – 5<sup>th</sup> April 2022.

#### **Highlights**

- The accounts are kept in an orderly fashion, held on excel with descriptions for all items.
- The accounts provided by the Nursery show a correctly reconciled balance at the start and the end of the year, with all purchases evidenced.
- **Income - £75,618.30** The income is made up of fees from parents, together with fees received from the 30hr funding scheme. Income for this year has increased from the previous years due to the accessibility of grants, which has allowed capital equipment purchases, and good levels of attendance resulting in higher collection of fees and 30hr funding.
- **Outgoings - £73110.51.** The outgoings of the Nursery have increased during the year with a steady increase on most areas. Capital purchases made through the year have reduced based on previous years, and general purchases increased for toys and other learning equipment renewals.
- Cash balances remain small.. The cash-book is generally maintained by seniors within the team. Cash transactions have been kept to an absolute minimum due to the cross contamination of handling cash during the pandemic. What cash balances that are left should be paid into the bank accounts.

#### **Changes recommended for 2021-22**

- Further documentation provided to examiner: In preparation for the review of accounts, the Nursery should provide the following information to the examiner: Minutes of the AGM, Risk Assessment (covering financial risk), Evidence that requirements for trustees are met appropriately (such as fit and proper forms signed and AGM minutes documenting their appointment). **Not yet implemented.**

#### **Changes recommended for 2022-23**

- Cash balances should be paid into the bank account if the cash book is no longer being used by the setting.
- The accounting system that was setup for use by the nursery is not being used at present, so should be closed to reduced expenditure that is unnecessary.

**LLANDDULAS PLAYGROUP NURSERY**

England & Wales - Charity number 1187159

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# Accounts

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**Self Evaluation  
Report**  
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**Setting: Llanddulas Playgroup**

**Year: 2020-2021**

**Leader/Person in Charge: Julie Heap**

**Setting Staff: Kath Jones (Deputy Leader), Jade Wilkins, Tanya Parkes, Claire Davies 1 :1 support staff, Charlie Woodcock 1:1 support staff**

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	<b>Theme</b>	<b>Key Area</b>	<b>Evidence</b>
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<b>C H I L D R E N</b>	1. Wellbeing	<p><b>. 1:1 To what extent do children have a voice?</b></p> <p>Upon entry into the setting parents provide 'All about me' documentation which shares the child's 'likes' and 'dislikes'. Staff work with the children to complete one page profiles to establish what is important to the child and for the child., which allows us to tailor activities to suit individuals. All children are given opportunities to choose for themselves wherever possible. Having accessible areas around the classroom allows the children to choose independently. Resources in the areas allow children the opportunity to direct their learning. Children also have an opportunity to input into their topic for the term and ideas for activities for the weekly planning.</p> <p>Twice yearly the children complete questionnaires with their key workers- allowing them to <u>express their feelings and preferences.</u></p>	All about me sheets  Foundation Phase Pedagogy  See-Saw  Child-Led planning  Pupil voice book  Circle time  Questionnaires
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**1:2 To what extent do children feel safe, happy and valued?**

Children form secure relationships with all staff members; they know they can approach staff for assistance or guidance if needed. We encourage children to build strong relationships with their key worker. As a result of this most children enter the setting happy and separate from their parents and carers with ease.

Most children play confidently with the resources in a relaxed atmosphere where, children are not coerced into taking part in activities if they do not wish to and alternatives are offered. Often the setting encourages children to bring in their favourite toys or books to use as tools to develop their learning. (during covid restrictions items have been thoroughly cleaned before being used)

The majority of children are verbally able to communicate if they are unhappy or worried about something. Weekly observations demonstrate that most of the children are beginning to form friendships and play cooperatively with their peers where there is an effective level of engagement.

In January staff attended Seasons for Growth training which enables us to work with children who have suffered change, loss or grief (which covid may have caused.) and helps them to understand that what they are experiencing is normal.

Children of non keyworkers were offered the opportunity to attend extra sessions during the summer break to give them continuity after long periods of closure.

To allow sufficient space for children to eat lunch on the premises, as the school hall is unavailable due to class bubbles, only Nursery aged pupils will be permitted to stay for lunch. All playgroup children will be collected at the end of the session at 11.30am.

Daily opportunities for outdoor play and activities have been organised into two groups, which rotate between indoor and outdoor to allow for less children inside at any one time. Although group trips and visits have been suspended, small groups do take frequent off site visits into the local community.

Parents views  
Parents  
Questionnaires

Observe children  
on entry

Staff  
observations  
(key workers)

	<p><b>1:3 How well do children interact?</b></p> <p>Many pupils are resilient and can cope with the daily routines of the setting and unexpected changes that have occurred due to covid. Many children are learning to understand their feelings and can be sensitive to the emotions of others. For example they will help their friends if they are hurt or offer to play with them if they are feeling sad. Most children share and take turns independently. Nearly all children will participate in activities alongside others with the majority interacting verbally with their peers.</p> <p>Majority of the children show self-discipline and will comply with the rules of the setting and requests from staff. There is outstanding interaction between nearly all of the children and the staff. Visitors to the setting have been minimised to avoid risk of cross infection of covid. Any essentials visitors to the setting have been risk assessed prior to entry and have followed all guidance for safety procedures</p>	<p>Observe children during session</p> <p>See-Saw</p> <p>Staff observations planning</p>
	<p><b>1:4 To what extent do children enjoy their play and learning?</b></p> <p>Many of the children are starting to become more engaged in their learning and are showing interest in the activities without needing adult direction. This is more apparent in the outdoor area therefore this is reflected in our planning, with more focussed activities taking place here. Upon dismissal from circle time most children are excited to explore the indoor areas with the majority needing adult support to remain engaged, however we are working on developing the concentration levels of these children to improve the engagement. A few pupils will concentrate on some activities for lengthy periods, especially in the construction, small world and sand areas. Nearly all children are excited and engaged during trips and visits into the local community, they are enthusiastic about the activities and staff observe increased concentration levels.</p> <p>Many children enjoy speaking about or showing their achievements throughout the session or during plenary which demonstrates their growing confidence, they are keen to share their experiences and around half of the older children are becoming more aware of their learning. Our In the moment planning allows the children to visit areas that encourages the children to initiate their own learning by independently choosing which resources they play with, allowing them an opportunity to be active and curious learners.</p>	<p>Observe children in the outdoor/indoor environment</p> <p>Children's questionnaires</p> <p>Parent's questionnaires</p>

		<p><b>1:5 How well do children develop and become independent?</b>  All children enter the setting with ease and are familiar with the day's routine. Many of them are able to make themselves understood verbally and a few who have communication difficulties are progressing to use gestures to make their intentions known. Many of the children have now formed bonds with their peers. Most children can now put on and take off their coat independently and a few are able to fasten zips, Many children are able to use the toilet independently and most children can wash and dry hands without support. The new hygiene routines of washing hands on entry to the setting, before and after eating, after any outdoor activities, messy play, toileting and sneezing have been adapted to with ease, and circle time activities and posters and stories are used to reinforce the message. Most children are starting to learn how to wash up their own utensils after snack. All children are confident when playing in the outdoor area and make their own choices about which resources they use when outdoors.</p>	<p>Observe children in the outdoor /indoor environment</p> <p>Progress reports</p> <p>Observations</p> <p>Focus Tasks</p>
<p><b>Areas to be developed</b></p>		<ul style="list-style-type: none"> <li>• Speech and language development.</li> </ul>	
	<p>6. Learning (only applies to funded children)</p>	<p>6.1. How well do children acquire skills and make appropriate progress in their learning?</p> <ul style="list-style-type: none"> <li>• 4 children will be funded in Spring term but we will not be evaluating children's outcomes as parents of 2 children have decided not to send their child in to every session that is available to them due to fears of transmission of covid.</li> </ul>	
<p><b>Areas to be developed</b></p>			

7.	<b>3.2 How well do practitioners manage behaviour?</b>  Staff received behaviour support training from Conwy Portage, and made changes to the way we deal with challenging behaviour which has resulted in a calmer environment for most children. All unacceptable behaviour is ignored and the perpetrator is not named verbally or made to have time out but is removed from the incident and taken to another area where they are spoken to about what they have done, the victim of any behaviour is fully supported and praised for the way they deal with the issue. Following a recent CIW inspection, where we were complimented on our behaviour management, we have reviewed and amended our behaviour policy and removed the section on giving time out. Staff act as models for the children and manage behaviour in a way which is appropriate to each child's age and stage of development. Children who constantly show undesirable behaviour are given one to one adult support to understand their behaviour and how they should behave in the future. We work in partnership with the children's parents and they are kept up to date in respect of their children's behaviour. All staff, students and volunteers are made aware of our Behaviour Management and Bullying policies during their induction. Children are encouraged to have respect for property and objects. The settings leader has received Solihull training which she has cascaded to all other staff, and this has helped them to work with children when they are struggling with their behaviour issues that staff feel are caused by underlying issues.	
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**3:3 How well do practitioners promote children’s development and meet their individual needs?**

Within our playgroup we take every effort to offer a wide range of stimulating activities and ideas both indoors and outdoors that are planned according to the individuals likes and interests that are recorded on the child’s information form. These activities are designed to encourage development and will be age appropriate.

During the Autumn term staff received training on one page profiles, which we trialled using with a small group of children., It gave us an insight into what is important to the child and for the child, and using these profiles we worked with parents to create manageable targets for the children.

All staff give nurturing responsive care to the children and most children come into playgroup happy and settled, keen to spend time with us. They are encouraged to work together by taking turns, sharing and building friendships with each other. The children enjoy a variety of activities which help them to learn new skills and if they are able to speak, communicate their experiences however children explore confidently through hands on learning experiences that encourage their investigative skills. The children are given space to develop their own ideas and interests enabling them to build on their knowledge. This is taken into account planning for individuals and all children as a group. Children are encouraged to use the opportunities to ask questions and build on what they already know.

Children are given the opportunity to experience other religions and cultural experiences and are encouraged to experience differences. Playgroup promotes diversity through displays, resources, attitudes and through their daily play. Practitioners encourage positive links with home and welcomes families from other religious or cultural backgrounds to the playgroup. The practitioners ensure that the individual needs of all the children in their care are met. All children are able to participate fully into the activities provided because they are tailored to the individual needs of the children, our equal opportunity and privacy policies supports this. Staff make thorough observations of the children during their play which allows staff to track and monitor their progress and make planned next steps for their learning. We ensure that IEP’s are followed accurately and that pupils who require one to one support are given this consistently by the same member of staff  
Staff have attended Elklan and Makaton training to benefit children with speech and language difficulties.

**Areas to be developed**

- Using one page profiles for all children.

<p>9. Teaching and assessment (only applies to funded children)</p>	<p><b>4.1 How well do practitioners plan learning experiences that meet the needs of children?</b></p> <p>We have effective planning in place. Detailed topical plans for a week ensures that all areas of the foundation are facilitated with exciting age appropriate resources and activities that will help to develop the children’s learning. Plans display the activity and the learning objective, along with vocabulary to use and ways to enhance the learning. Differentiated focus tasks are undertaken and staff record findings to assess the children’s foundation phase outcomes.. These help to inform us of the next steps in the child’s development plan, which will be then incorporated into the next set of planning.. We operate in the moment planning in many areas which allows us to be flexible and adapt our activities to follow lines of interest that the children may have.</p> <p>The children are given space to develop their own ideas and interests enabling them to build on their knowledge. This is taken into account planning for individuals and all children as a group. Whilst in the past the Pupil Voice system worked well, we now use the In the moment planning as staff feel this is more individual to the child involved and encourages them to be enthusiastic with activities that they have had an impact in choosing.</p> <p>Children are encouraged to use the opportunities to ask questions and build on what they already know.</p> <p>Celebrations of achievement, birthdays and other family event such as the arrival of new family members take place regularly. Children are encouraged to be kind and thoughtful towards each other through the encouragement of sharing and taking turns. The practitioners model positive displays, which are quite often copied by the children. Children are encouraged to be kind, considerate and thoughtful to each other.</p> <p><u>Language literacy and communication skills</u></p> <p>We provide good opportunities for children to develop their communication and language skills through activities such as show and tell, singing and performing, language games, puppets and story sacks. A variety of exciting hands on activities also supports children communication skills as staff talk and encourage children to interact. However a few of our children’s oracy skills need developing this year and is an area we are targeting (see target 1).</p> <p>Mark making provision is good as resources are available in all areas, and practitioners encourage this by providing the children with a wide range of writing tools such as paint, crayons, chalk and pencils. We also use materials such as glitter, shaving foam and cocoa powder for the children to use their fingers to create marks.</p> <p>Due to covid restriction children are unable to access books in our reading area, but we have provided boxes of books on a rotation system, where they are quarantined daily after use. We have prioritised reading stories twice daily to compensate for the lack of reading material readily available.</p> <p>.</p>	<p>Planning</p> <p>Focus Tasks</p> <p>Observations</p> <p>General observations of the children</p> <p>Recent CIW report</p>
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### Personal and Social Development

We encourage children to build strong relationships with their key worker. We encourage children to share how they are feeling and any special events that make them feel valued. We display children's work and take photos of the children and place them in their learning journeys which helps to give them a sense of belonging. We talk regularly to the children about how they should behave towards each other and use books and films to support this.

Numeracy development is supported at every opportunity, counting out cups at snack time, number of pupils present at registration, toys in a box and steps taken to walk to a given area. Children are also encouraged to explore problem solving activities in role play areas, where they have access to a telephone, money and shapes. These resources offer children learning opportunities that will help them to develop their skills. Children sing number songs and rhymes to develop their counting skills and have many opportunities to become familiar with 3D shapes when playing in the construction area.

### ICT development

ICT awareness is supported in our setting with the use of the IWB, computer and I-pad with basic programmes such as counting, matching and shape games. Children are also encouraged to use ICT toys such as remote control cars, 'walkie talkies', microphones and digital cameras where they learn how switches, sliders, knobs and buttons operate and make things work, open or turn on. Following training on the DCF and we are working to gradually introduce the skills to the children. Staff have created E-books using the See-Saw app which allows the children to help to create a document which records their development progress, and allows the parents to view their daily activities

### Knowledge and understanding of the world

Practitioners help children by encouraging exploration skills and inquisitiveness by stimulating thinking, problem solving, predicting outcomes and helping children achieve their goals. We use resources such as magnets, torches, magnifying glasses and binoculars to help with these skills and children. The children regularly visit places of interest in the local area such as supermarkets, farms, theatres, post office and park to enhance their learning and all children benefit greatly from these visits.

### Physical development

Children's are provided with good opportunities to develop their physical skills. Daily opportunities for children to engage in play which challenges their fine and gross motor development is offered e.g active stories, outdoor activities

### Creative

Children access good provision to develop their creative skills. They are encouraged to explore all types of messy and creative play such as jelly, rice, cornflour mud and playdough which has been provided as an individual activity to each child to reduce risk of cross contamination due to covid. We plan a range of activities that encourage sensory exploration such as light and dark, sounds, tasting and smelling foods and creating junk models. We encourage children to express their feelings through different types of activities such as song and dance, movement, imaginative play.

Welsh Development

We strive to provide a good standard of Welsh language development provision. Children's are made aware of the cultural and historical characteristics of Wales and the practitioners use simple Welsh words and phrases in each learning area. Welsh books and resources are readily available and the children are introduced to songs and rhymes on a daily basis, We celebrate festivals such as Santes Dwynwen and St David's day. Children are familiar with Welsh cartoon characters such as Sali Mali, and enjoy listening to simple Welsh audio stories featuring them.. Most displays in the settings are bi-lingual and should parents require information written in Welsh this can be provided upon request. However we feel Welsh vocabulary in the play areas need to be further developed and staff encouraged to use more Welsh daily to encourage children to use vocabulary in their play, **This is an area that is being developed Target 2**

		<p><b>4.2 How well do practitioners teach and assess children?</b></p> <p>All staff are suitably qualified and experienced. They regularly attend training courses arranged through the LEA, Early years Wales, CIW and 'Clebran' to ensure that they are familiar with all requirements of the Foundation Phase. Ideas from courses are used well by staff.</p> <p>Staff work closely with outside agencies to ensure that training is accessed to support pupils with ALN needs and we currently provide one to one support to a child with ASD and one to one support for a child with Down Syndrome All staff have attended ASD training and are aware of the child's IEP. Planning is differentiated for MAT and ALN children.</p> <p>The leader and deputy are currently attending ongoing ALNET training in preparation for Sept 21.</p> <p>Keyworkers use their knowledge of the children to make informed choices for planning.</p> <p>Staff are aware of the need to balance directed play and child led planning, and know when to intervene appropriately. They encourage children to be actively involved in creating a stimulating and exciting environment both indoors and outdoors assisting in creating resources, tidying up, preparing snacks, helping with jobs and recycling.</p> <p>Staff allow children to create their own work and do not attempt to take over to create items for the, thus promoting independence</p> <p>Staff fully support the foundation phase ethos of allowing children to learn through hands on experiences and we regularly plan trips, outings and visits from people in the community ensuring thorough covid risk assessments have been met. Staff have observed that there is a significant improvement in the children's behaviour when they are taken off site for visits, and parents report that children give positive feedback about their experiences. Staff demonstrate good listening skills and act as role models at all times. They ask open ended questions to encourage oracy skills and challenge children to broaden their knowledge.</p> <p>Staff are allocated time at the end of sessions to complete paperwork to record observations and complete developmental progress assessment which they do well and informs future planning.</p>	<p>Staff training certificates.</p> <p>Observations</p> <p>Focus tasks</p> <p>Link teacher feedback forms</p> <p>Recent CIW report</p> <p>Previous Estyn report</p>
	<p><b>Areas to be developed</b></p>	<ul style="list-style-type: none"> <li>• Continue to develop In the Moment Planning</li> <li>• New Curriculum</li> <li>• Further develop our provision to support children's oracy skills</li> <li>• Further develop children's understanding and use of welsh by encouraging staff to use Welsh vocabulary in the play areas</li> </ul>	



			Observation of resources and equipment
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## 5.2 How well do leaders ensure the suitability of the premises?

We have been operating from a purpose built setting on the grounds of Ysgol Llanddulas for over 15 years previous to this we ran from a classroom in the school. The settings is bright and airy having recently been redecorated throughout the classroom and hallway to give a welcoming child friendly environment. We currently share the setting with the school nursery class. We have sole use of the premises during the mornings. The setting consists of 1 main playroom, a library/quiet area, a craft room with separate secure kitchen and an entrance hallway and cloakroom area with children's toilets and a disabled/staff toilet. Playgroup have sole use of an outdoor classroom which was purchased using grant money and decorated with murals suggested by the children..

The layout of the rooms has recently been changed slightly to allow for more space between areas and for children to move independently between activities and play with the resources in designated spacious areas of learning. The entrance to the building is via a ramp making the setting fully accessible to wheelchair users. We have modern child friendly storage and furniture and numerous wall boards to display information and the children's craft work. Resources are stored and set out every day to suit the needs and requests of individual children. The room has been divided into areas to incorporate all areas of learning. There is a large child friendly outdoor area which has many different areas, an outdoor classroom, a wooden shelter and a forest school which foster the foundation phase and sustainability. A recent grant has allowed us to purchase more storage sheds within the learning areas in the garden to allow the children to become more independent in their selection of resources within the areas With the area taking up such a large space the upkeep and maintenance is quite time consuming and staff plan activities that encourage the children to assist with maintenance eg weeding, planting, brushing up etc. A sink and hand washing facility has been placed outdoors to encourage good hand hygiene, and hand sanitisers are available at the entrance to the building and inside the main hallway. Soap dispensers are now battery operated automatic devices that reduce risk of cross contamination. An automatic washing machine has been purchased to help in the cleaning of soft toys and furnishing and clothing. Social distancing and good hygiene measure signs are displayed prominently both inside and outside the setting.

The disabled washroom doubles as a cloakroom for staff's personal items. Whilst there is no specified area to have confidential conversations, arrangements can be made to use rooms within the main school site if necessary to have socially distanced meetings.. All records are stored in a locked filing cabinet in the classroom.

### 5.3 How well do leaders ensure the quality of resources and equipment?

We have used information from the Cathy Delve training course to ensure that we have a sufficient supply of all resources listed in her continuous provisions lists for all of our areas of learning and regularly enhance the areas with both manmade and natural resources to further develop the children's learning and development. Due to Welsh Government guidance many resources such as books, soft toys and furnishings and playdough and sand now have risk assessments that are carried out before they are used, eg sand is only used in the outdoor area, playdough is individual to each child, books are quarantined after use and all soft toys, clothing and furniture is washed in a washing machine after each use. All resources are sprayed with Dettol antibacterial spray frequently throughout the session and all resources are soaked in Milton solution after use and allowed to air dry. An audit is carried out annually to assess which items need replacing. All equipment and resources are age appropriate and sourced from reputable suppliers. Broken or worn equipment is reported immediately and disposed of. Policies have been amended to ensure that toys and equipment are sanitised regularly to minimise the risk of cross infection and a record of cleaning is kept. There is a wide range of multi cultural equipment which depicts both genders and disabilities and is not stereotypical. This is supported by our equal opportunities policy. Mark making equipment is available in all areas of learning and both fiction and non fiction books in English and Welsh are displayed prominently throughout the setting. The setting has recently received a grant to purchase new resources that will develop communication and physical skills. Items purchased have been approved by the LEA.

#### Areas to be developed

- Provide more natural and loose parts resources within the areas in the classroom.
- Further develop links with the LA regarding the new build for the setting.
- Look at ways to safely re introduce resources that have been removed due to covid.

<p>15. Leadership and management</p>	<p><b>6.1 How effective is leadership?</b></p> <p>Llanddulas Playgroup aims to provide high quality care that enhances the development, care and education of pre-school children in a safe and stimulating environment, where they learn through play in partnership with parents/carers. In my role as leader and registered person my hopes and dreams for the setting are to work in close connection with the management committee to continue to provide the children in our care with an exciting, fun, challenging learning environment, where they can be contented independent learners.</p> <p>In 2008 I achieved an NVQ level 4 in Early years Child Care and Education and an ILM in Business Management that I feel has assisted me in developing the setting and continues to improve how I care and educate the children and manage the staff. I have a good understanding of my legal duties and am familiar with all CIW regulations which I ensure are complied with. I have up to date Safeguarding, Paediatric First Aid and Food Hygiene certificates and know about Food Regulations. I understand the Data Protection Laws and have registered with the ICO as well producing a new GDPR policy when this came into effect in April 2018. I understand the importance of safeguarding to all children and of the need to be vigilant to any radicalisation, extremism and on-line safety issues. I am confident in knowing the indicating factors of potential radicalisation, and the procedures to follow if I have a concern.</p> <p>I have a thorough working knowledge of the Foundation Phase curriculum requirements and keep myself and all other staff updated of changes through training with the LEA Early Years Team or Early Years Wales. When I recruit staff I ensure they continue to be suitable and happy in their role by carrying out regular supervisions, annual appraisals and encouraging them to access ongoing training. All training attended by myself is cascaded down to the staff during staff meetings and providing associated literature.</p> <p>I prioritise improvements that benefit the children and their parents, recently amending our operating hours so we can open earlier in the morning to meet parent's demands for more flexibility in dropping children off prior to their own work commitments. I have introduced a cash free payment system which has reduced pressure on staff, meaning they no longer have to spend time during the session doing financial paperwork and I have now incorporated more physical activity both indoors and outdoors into the planning to meet the needs of our current cohort of pupils.</p> <p>I have high expectations for all children including the most able and the most disadvantaged. I regularly risk assess the physical environment so children of all ages can take opportunities to make progress independently.</p> <p>During the last year I have implemented many changes to ensure that the setting has remained covid safe and secure and have acted on all guidance received from Welsh Government and Public Health Wales. I worked alongside the head teacher at the school where we are based to provide care for pupils who would normally attend wraparound services, by amending our operational hours to provide full day care so that the children of keyworkers who attend both school nursery and playgroup could continue to receive full day care within one setting. I adapted both the operational plan and statement of purpose to reflect changes due to covid, I applied for numerous grants and worked with the accountant to establish if staff were eligible to</p>	<p>Appraisals</p> <p>Committee meeting minutes</p> <p>Staff questionnaires</p> <p>Parent questionnaires</p> <p>Self-evaluation document</p> <p>Development plans</p> <p>Staff files</p> <p>Planning assessments</p> <p>Policies</p> <p>Financial report of the setting</p>
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	<p>I successfully plan the curriculum and learning experiences to ensure that all children get a good start, and are well prepared for their next stage in learning and are ready for school.</p> <p>I identify children needing extra support so that gaps are narrowed by tracking children from entry, and once identified as below age expected, I will then identify how to narrow the gap, by improving language skills, through intensive interaction, by referring to outside agencies and by working with IEP's</p> <p>I use the information about children's starting points and my observations to plan for their individual needs, and their next steps.</p> <p>I assess children's progress and planning for their interests, abilities and ages, I have received training on how to complete the foundation phase profiles to assess their outcome scores.</p> <p>I have a good understanding of how children develop and learn and plan a range of activities based on children developmental needs and interests that help children progress in the seven areas of learning.</p> <p>I plan appropriately for each child including changes to activities, resources or routines so all children make good progress., I play actively with children, getting down on the floor with them and acknowledging their contributions.</p> <p>I engage the children in activities across all areas of learning through singing songs, role play, looking at books together, construction, counting, helping children to recognise shapes, talking to the children about they are doing and motivating children to be excited and interested in learning.</p> <p>I ensure that the experiences offered to children come from their existing interests and that the environment is reviewed and assessed weekly/daily so that it remains fresh and tunes into current interests/ themes. I promote equality, diversity and moral values, children learn about and understand people, families and communities that are different from their own, we allow children to discuss what they would like in the setting, and then staff scribe their comments.. I provide activities that involve turn taking, problem solving and teamwork. I regularly read books and tell stories that have morals and encourage the children to discuss right and wrong. I talk about and show the children food, clothes, homes and traditions of other cultures. I encourage the children to be well prepared for school</p> <p>by teaching them self help skills such as using the toilet, washing hands, dressing themselves and using cutlery. I plan a PSED curriculum that encourages children to gain confidence and have self awareness.</p>	<p>Self evaluation document</p>
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## **6.2 How effective is self-evaluation and planning for improvement?**

The setting has made good progress since our previous Estyn inspection and has addressed all the recommendations effectively. Self-evaluation successfully identifies areas for improvement. Practitioners know the setting well and as a result strengths and areas for development are recognised and action is taken to make changes that ensure positive gains and successful improvements for the children.

All practitioners are engaged in professional development, however they not only actively share their expertise and knowledge to benefit each other but also practitioners in other groups and they contribute highly effectively to local authority training. There is a positive culture of self-reflection and practitioners are open to new ideas and try different ways of working. For example, the development of the outdoor area has enabled opportunities to improve learning outcomes and the wellbeing of the children. The children have more independence, choice and further skill development opportunities as well as extending the range of outdoor learning experiences. After parents expressed that they would like to know daily what their child was having for snack each day, we now post a daily menu on See-Saw.

All developments in the group have the children at the centre of the provision such as the introduction of more ICT equipment available for the children to use independently. All practitioners support each other highly effectively. They make successful changes to the activities, for example shortening the circle time and as a result this flexibility enables children to reach their full potential. The formation of a more actively involved committee has reinforced the staff's efforts to ensure that the setting is functioning to the best of its abilities, and is fully compliant with all legislation which in turn promotes the health and well-being of all children and staff. The Committee with the support of Early Years Wales has recently converted to a CIO, but due to covid restrictions has only been able to meet via zoom calls

## 6.4 How effective are partnerships?

We work well with parents and carers, we have regular newsletters, a noticeboard with useful information for parents, a website and Facebook account where parents can see activities the children have enjoyed. We use a social media account called 'See Saw' which is solely for each individual parent, this allows us to interact with parents in "real time" and can be a positive tool in allowing parents view how their child is settling in, etc. During lockdown periods, we used Seesaw frequently to send home schooling ideas to parents, and to provide them with all the latest guidance and information they needed about how the setting would be operating on re opening. During our 3 week closed period we kept in contact by telephone with all parents at least once a week.

Whilst new or prospective parents are encouraged to stay with their child during the settling in period if they wish to, during the restriction periods we have offered parents to attend the setting with their child outside of operating hours to familiarise themselves with the premises and staff. Staff are available socially distanced at both the start and end of the day to speak informally to parents about their child's activities that day, and parents can make appointments to telephone to discuss their child's development at a convenient time to themselves.

Parents have received electronic E books which show their child's development over the year and a written report which shows the child's outcome scores, along with the child's next steps in their development.

We have strong links with Ysgol Llanddulas foundation phase department. The premises is shared with the school nursery class, and during the lockdown period worked together to create a bubble and provide wraparound care for pupils attending both settings. We arranged an outdoor meeting with the nursery teacher for pupils to help with their transition into the nursery class during the summer term.

We have previously had strong bonds with our LEA advisory teachers who provide us with support and guidance on national initiatives and the curriculum, but due to covid restrictions visits have been suspended, and we have received frequent monitoring calls instead. The LEA have ensured that we have received all Welsh Government and Public Health Guidance by email and are always available by phone for any advice we need.

Early Years Wales supported us to convert to a CIO and have provided us with important information regarding employment laws and legislation during the lockdown periods.

We have worked in close conjunction with Conwy referral scheme who have provided us with support and guidance for supporting children with ASD, Downs Syndrome and EAL needs during the covid restrictions, and have visited the setting adhering to all covid guidelines. Parents have reported they are very happy with the support their children have received from their support workers who have been funded through the referral scheme or the Childcare offer for Wales.

We have received regular updates from CIW and received an Estyn monitoring call to check how the setting has operated during covid.

The committee have appointed an accountant who now deals with all PAYE issues and has provided invaluable advise to the setting regarding furloughing and grant applications over the last year.

	Areas to be Developed	<ul style="list-style-type: none"><li>• Time allocation for leader and deputy to meet for completion of paperwork.</li></ul>	

**DATE OF REPORT:**

5/31/2021

**NAME OF CHARITY**

Llanddulas Nursery Play Group

**INCOME/ EXPENDITURE FOR:**

6/4/2020 - 5/4/2021

Opening Cash Balance	£ 150.82
Opening reserve Balance	£ 505.61
Opening Bank Balance	###
<b>Total opening Balance</b>	<b>###</b>

<b>Income</b>	
Income from Fees	£ 40,286.76
Cash Fruit Money Income	£ -
HMRC JRS	£ 5,184.33
Interest received (normal account)	
Interest received (reserve account)	£ 0.14
Refunded Prior year purchase	£ 2,252.49
Grants	£ 27,091.96
	<b>###</b>

<b>Expenditure</b>	
Wages (including direct wage)	£ 48,437.80
Printing and Stationary	£ 144.96
IT Software expenses	£ 192.50
Postage	£ 41.60
Rent	£ 1,355.00
repairs and Maintenance	£ 26.93
Snacks/food purchased	£ 893.08
Training/Uniform	£ 266.60
Insurance	£ 576.45
Subscriptions/Memberships	£ 35.00
General purchases	£ 1,908.26
Refunds	£ 87.75
Audit and Accounting	£ 1,395.00
Capital Equipment	£ 16,002.84
	<b>###</b>

<b>Total Income and Outgoings</b>	
Total Cash/Bank Balances @ 6/4/21	£ 13,101.66
Total Income	£ 74,815.68
Total Expenditure	£ 71,363.77
Total Cash/Bank Balance @ 5/4/20	£ 16,553.57

Closing cash book Balance	£ 150.82
Closing reserve Balance	£ 505.75
Closing Bank book Balance	£ 15,897.00
<b>Closing Balance:</b>	<b>###</b>

<b>Actual Bank Balance</b>	<b>###</b>
<b>Actual reserve Balance</b>	<b>£ 505.77</b>
<b>Actual Cash Balance</b>	£ 150.82
<b>Unpresented Cheques</b>	£ -
<b>Total Actual Balance</b>	£ 16,553.57
<b>Difference (Should = 0)</b>	£ -

Calc bal diff to actual = £ -

	48437.8	87.75	144.96	192.5	41.6	1355	26.93
Wages (incl refunds			Printing an	IT Software ex	Postage Rent	repairs and Ma	
3814.15			34	4.99	26		26.93
3939.16				7.99			
3907.54			43.36	7.99			
				7.99	15.6		
5391.69				7.99			
2990			21.6	49.72			
		87.75		73.87			
2654.18				7.99			
3059.19						855	
452.02							
				7.99			
4130.53							
4577.96							
4111.74							
3874.18							
						500	
			30.5	7.99			
5535.46							
				7.99			
			15.5				

893.08	266.6	576.45	35	1908.04	1395
Snacks/fc	Training	Insurance	Subscript	General purchases	Audit and Accounting
				347.46	125
				94	
				20	120
15.86				14.5	
					140
	54.4			37.37	135
121.51				7.39	
186.66				15.24	130
				18.16	
				14.78	100
	47.2			36.67	
	60			54	
				18.39	
				7.39	
				11.12	
80.77					
				40.5	100
				7.39	80
223.17				7.39	
96.37				50	
11.18				88.22	100
				37.53	
141.96	75			438	
				40.82	
				7.39	
				263.94	105
				12.5	
15.6			35	39.67	
				75.5	
				14.78	260
				17.39	
	30	576.45			
				33.97	
				36.58	

16002.84

Equipment Capital

290

291.87

1710

169.99

839

669.13

1195.2

1446.66

201

131

488.99

8100

470

Income

fees	30hr	hmrc	grants	refund
2592		1150.29	2567.25	1710
2558.25		3484.49	4000	
48			2000	
345				
4223.75				
153.75			750	
1922.3				
70				
176				
1279.7			488.99	
1367.83			1132	
1649.05			3936.49	
1752.1				
759.7				
2200				
2558.25				
88.2				
1906.35				
3773.82			8148	8.55
950.5				533.94
3462		549.55	500	
1143.85				
5306.36			3569.23	
40286.76	0	5184.33	27091.96	0 2252.49

## **Llanddulas Nursery Play-group**

### **2020-2021 Independent Accounts Review**

by

*Brenda Davies of Emerald Books.*

**Charity number : 1149623**

The following report details the activities of the above Nursery from 6<sup>th</sup> April 2020 - 5<sup>th</sup> April 2021.

#### **Highlights**

- The accounts are kept in an orderly fashion, held on excel with descriptions for all items.
- The accounts provided by the Nursery show a correctly reconciled balance at the start and the end of the year, with all purchases evidenced.
- **Income - £74815.68** The income is made up of fees from parents, together with fees received from the 30hr funding scheme. However, the income has been highly subsidised in this year through the Coronavirus Pandemic by HMRC Job Retention grants, which allowed the Charity to continue to pay its employees while closed, and also grants available to support charities through the pandemic. Income for this year has increased from the previous years due to the accessibility of these grants, which has allowed capital equipment purchases.
- **Outgoings - £71363.77**. The outgoings of the Nursery have increased during the year even though the setting had been closed for periods of time through the pandemic. This is due to the capital grants received and hence capital equipment purchases made by the Charity. The Nursery is now in a financially stable position.
- Cash balances remain small.. The cash-book is generally maintained by seniors within the team. Cash transactions have been kept to an absolute minimum due to the cross contamination of handling cash during the pandemic. What cash balances that are left should be paid into the bank accounts.

#### **Changes recommended for 2020-21**

- Further documentation provided to examiner: In preparation for the review of accounts, the Nursery should provide the following information to the examiner: Minutes of the AGM, Risk Assessment (covering financial risk), Evidence that requirements for trustees are met appropriately (such as fit and proper forms signed and AGM minutes documenting their appointment). **Not yet implemented.**

#### **Changes recommended for 2021-2022**

- Cash balances should be paid into the bank account if the cash book is no longer being used by the setting.
- Online accounting system can be used to categorise transactions in the future, which will speed up the amount of time taken by the Nursery Manager to record and categorise monthly financials.