



Self-Evaluation Document

Name of setting: Llanddulas PG

Date: updated: November 2023 Updated:

	Theme	Key area
C H I L D R E N	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 ¹	2.1 How well do children acquire skills and make appropriate progress in their learning?
P R A C T I T I O N E R S	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 ¹	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?
L E A D E R S	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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

<p>3.1 How well do practitioners safeguard children whilst keeping them safe and healthy?</p> <p>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.</p> <p>These include:</p> <ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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.
<p>Child protection</p> <p>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.</p>
<ul style="list-style-type: none"> • 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.
<p>3.2 How well do practitioners manage interactions?</p> <p>Consider how well practitioners:</p>

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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.
<p>3.3 How well do practitioners promote children's development and meet their individual needs? Evaluate how well practitioners:</p> <ul style="list-style-type: none"> • 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 <p>Additional learning needs</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) <p>ALN-</p> <ul style="list-style-type: none"> • 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**

Income	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	
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 6th April 2023 – 5th 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.