

# Play and active learning

A toolkit for Foundation Phase practitioners

September 2009



## Estyn

*Rhagoriaeth i bawb - Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales



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**This document has been translated by Trosol (English to Welsh)**

# Foreword

**The Foundation Phase, warmly welcomed as it has been by practitioners in maintained schools in the primary phase and funded non-maintained settings, does not come without its challenges.**

Perhaps the greatest challenge that the Foundation Phase poses to schools and settings is reconciling a more play-based, experiential curriculum alongside a clear requirement to improve children's achievement and attainment. In my last Annual Report I drew attention to the fact that standards for seven-year-olds in Wales have improved only very slightly over the last four years. Clearly, more of the same will not improve this picture. Evidence from other countries, particularly the Scandinavian countries, shows us that play and active learning can be very successful in motivating children to learn and achieve. However, a play-based, experiential curriculum does need to be well planned, well organised and purposeful if children are truly to gain from these experiences.

This toolkit's aim is to identify the characteristics of good practice and to illustrate this in case studies from schools and settings in Wales where the Foundation Phase is flourishing. I hope that by doing this we are helping to share the good practice that Estyn inspectors have found during this survey of play and active learning so that Foundation Phase practitioners can learn from each other. In the toolkit we pose some questions for practitioners to ask of themselves when planning, delivering and assessing learning.

I trust you find this toolkit useful.



**Dr Bill Maxwell**  
**Her Majesty's Chief Inspector of Education**  
**and Training in Wales**



**This toolkit's aim is to identify the characteristics of good practice and to illustrate this in case studies from schools and settings in Wales where the Foundation Phase is flourishing.**



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# Using the toolkit and case studies

## This toolkit and case studies should help practitioners to:

- raise standards of children's achievement by considering how well they are currently providing quality play and active learning experiences;
- identify and celebrate their strengths in providing quality play and active learning experiences;
- recognise where good quality provision needs to be maintained;
- identify areas where there is room for improvement;
- make decisions about how to improve; and
- promote good practice.

The aim of the toolkit is to offer practical support to practitioners in schools and settings in implementing a play and active approach to learning. The toolkit supports the Foundation Phase Framework for Children's Learning for 3 to 7-year-olds in Wales<sup>1</sup>.

In this toolkit, inspectors pose seven main questions for use by practitioners in evaluating how well they are delivering the Foundation Phase. Each question has supplementary questions. In addition, each question has examples of case studies that illustrate how good practitioners help children to learn through play.

The supplementary questions should help practitioners come to an overall judgement for each main question. Take question 4, for example, 'Do practitioners plan the curriculum and environment to enable children to be active learners?'

The supplementary questions ask how resources, time and space are organised. Thinking about these should help practitioners to come to a view about planning.

There is no right or wrong way to use the toolkit. Practitioners should use it in the way that suits them best. For instance, practitioners may choose to take a broad overview of their current provision for play and active learning by completing the whole toolkit in one or two sessions. This will provide them with a quick summary of the quality of their play and active learning. Alternatively, practitioners may choose a more in-depth or focused approach by identifying one main question at a time and considering each supplementary question in detail. In either case the case studies should help to stimulate discussions, as practitioners compare their own practice and experiences with the case studies.

<sup>1</sup> In preparing the publication, use has been made of the materials produced by the Department for Children, Education and Lifelong Learning and Skills to support the implementation of the Foundation Phase. In particular, use has been made of 'Play/Active Learning', 'Observing Children' and 'Learning and Teaching Pedagogy'.

# Standards and learning experiences

## Question 1:

Are play and active learning used well to motivate and stimulate children to learn?

### Do practitioners make sure that all children:

- take calculated risks and learn from their mistakes;
- experience learning first-hand, in imaginative, stimulating and challenging ways both indoors and outdoors;
- get involved in learning - actively and not passively;
- are focused, motivated and fascinated by learning;
- demonstrate wellbeing, engagement and enjoyment;
- are encouraged to become independent learners;
- co-operate well with other children and adults;
- put their own ideas into practice, sometimes initiating and leading activities; and
- have enough time to develop their chosen types of play?



**Case studies** These case studies provide examples of how play and other activities help children to learn. In almost all examples, the children tried out their own ideas and learned from their mistakes as well as their successes. Children's learning was well supported by practitioners.

## Telling stories - 'The Three Billy Goats Gruff'

### Context

**A group of five-year-olds in a school were finding out how to sequence a story correctly.**

### What did the children do?

A group of five-year-olds were encouraged to reconstruct the story of the 'Three Billy Goats Gruff'. They had to decide who would play each character, what they would use to represent each one and how they would make a bridge to cross the water in the water tray. Finding toy animals to represent the Three Billy Goats Gruff and the troll was fairly straightforward but the problem of the bridge was not so easily solved. Children chose pebbles to represent the bridge but the pebbles were too small to build a proper structure and meant that the Three Billy Goats Gruff were crossing the 'bridge' under water. For their next attempt to build a bridge they used small wooden blocks but, unfortunately, the blocks floated to the surface. Eventually the children used two large stones to create a bridge. Then they retold the story in the correct sequence taking on the roles of the story characters by using different voices.

### What did they learn?

Acting out the story meant that the children learned to recall and retell the story in its proper sequence. They learned skills of negotiation by discussing who would play the various roles: "Who will be...?" Through solving the problem of the bridge they learned that wood is a material that floats in water and that bridge pillars must be high enough to make sure that the bridge itself is safely out of the water.

### Areas of learning

- language, literacy and communication skills
- knowledge and understanding of the world

**Finding toy animals to represent the Three Billy Goats Gruff and the troll was fairly straightforward but the problem of the bridge was not so easily solved.**



## Making a fish tank

### Context

A group of three-year-olds in a setting were finding out how to care for pets.

### Areas of learning

- personal and social development, wellbeing and cultural diversity
- knowledge and understanding of the world
- physical development

### What did the children do?

After a visit to a pet shop with a practitioner to buy grit, water plants and food for their new goldfish, a group of children decided to make their own fish tanks for their role-play pet shop. These children experimented with a range of materials to make their fish tanks, including using rice to represent grit. Although materials were plentiful, there were still times when children had to wait their turn patiently and share. Children soon learned that it was very difficult to glue other objects onto the rice unless the rice was spread fairly evenly. Many children began to place the rice in patterns, gripping the grains between their finger and thumb.

### What did they learn?

The children learned that it is not fair for one person to keep all the best materials for themselves. They learned to explore and experiment with materials to find out what happens to materials when you glue them. For instance, thin tissue paper will tear and change colour when a lot of glue is applied. By handling individual grains of rice to make patterns the children strengthened their fine motor skills.

They learned to explore and experiment with materials to find out what happens to materials when you glue them.





## Building a model fire engine

### Context

A class of six-year-olds were finding out about 'people who help us'.

### What did the children do?

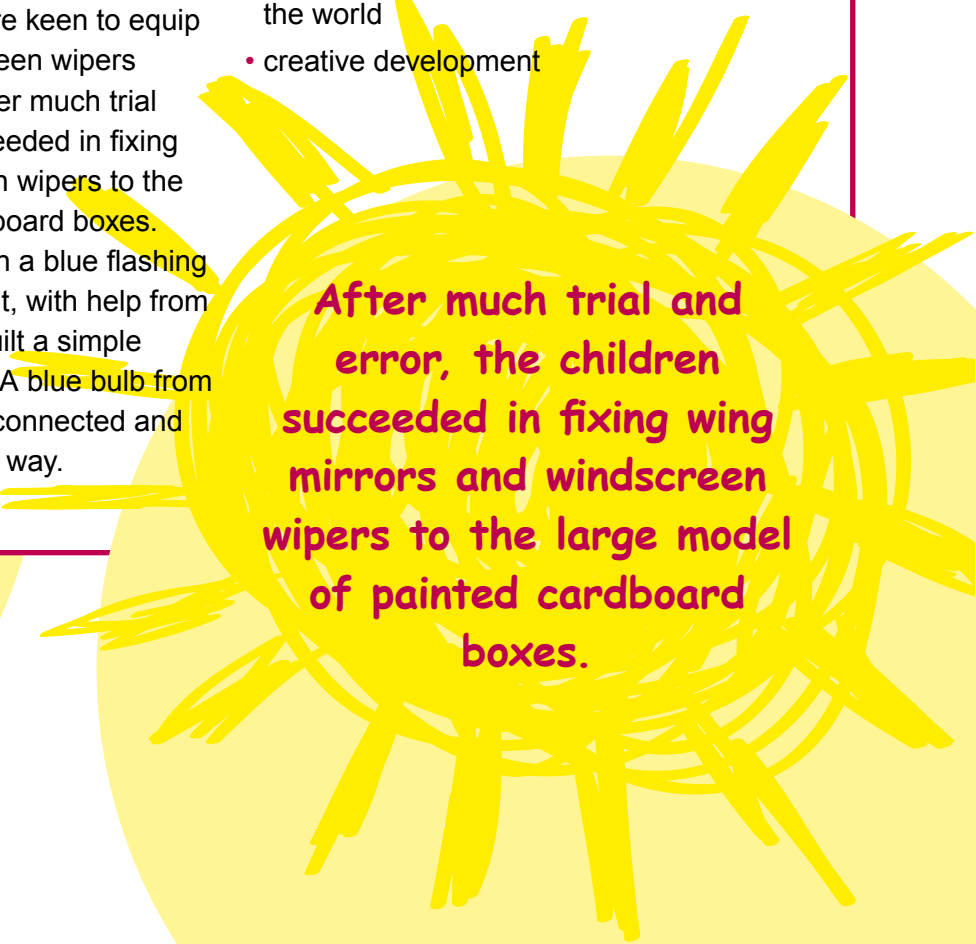
They visited the local fire station, met and talked to the firefighters and drew the fire engines. On returning to class, the children decided to make a fire engine from boxes. They wanted the fire engine to be as realistic as possible and were keen to equip it with wing mirrors, windscreen wipers and a flashing blue light. After much trial and error, the children succeeded in fixing wing mirrors and windscreen wipers to the large model of painted cardboard boxes. Providing the fire engine with a blue flashing light proved more difficult but, with help from practitioners, the children built a simple electrical circuit and switch. A blue bulb from a Christmas tree was soon connected and the firefighters were on their way.

### What did the children learn?

The children learned how to work together co-operatively and how to solve problems. Through trying to find ways to fix windscreen wipers and mirrors to the fire engine they learned something of the properties of materials.

### Areas of learning

- personal and social development, wellbeing and cultural diversity
- knowledge and understanding of the world
- creative development



After much trial and error, the children succeeded in fixing wing mirrors and windscreen wipers to the large model of painted cardboard boxes.

## Visiting the doctor's surgery

### Context

Children of three years of age in school are finding out about themselves, how they grow and what can make them ill.

### What did the children do?


As part of the project, the children visited the doctor. After the visit, the children turned the role-play area into a doctor's surgery and waiting room. Good use was made of the role-play area to encourage the children to explore a variety of skills, experiences and emotions. Through spontaneous exploration and play, they practised using the telephone and computer keyboard. With some adult intervention, they used situation-specific language in English, including 'making an appointment' and using simple appropriate Welsh vocabulary correctly such as "Ga i" and "Mae bola tost da fi".

### What did they learn?

The children learned new vocabulary in both English and Welsh. They learned how to use the telephone to arrange appointments and how the computer is used to store information. Through role-play, the children learned about how to express emotions and concerns about visiting the doctor's surgery when they are ill.

### Areas of learning

- personal and social development, wellbeing and cultural diversity
- language, literacy and communication skills
- Welsh language development



They learned how to use the telephone to arrange appointments and how the computer is used to store information.

## On the building site

### Context

An early years setting developed a building site in their grounds. The area was stocked with a selection of real building materials and equipment, such as plastic piping, guttering and bricks.

### What did the children do?


On the building site, children wore hard hats and used 'walkie-talkies' to communicate with each other. During building, the children used yellow tape to cordon off sections of the site and display their posters warning of the danger of entering the building site. Children tried out their own ideas of how to make sure that the bricks didn't fall down. A few children mixed their own cement, combining sand and glue, while another group used masking tape to stick the bricks together. Children played co-operatively to build various constructions, such as a shower for teddy or a home for a toy rabbit. This role-play area provided excellent opportunities for children to investigate the properties of materials and solve problems. The play was enhanced by the introduction of a holdall on wheels, which contained a ground sheet, cargo netting, measuring tapes, tool-box and paint-roller set.

### What did the children learn?

The children learned the importance of working together and that teams can often achieve more than individuals on their own. Children learned to speak clearly to make themselves understood when using the 'walkie-talkies'. They also learned that writing has an important purpose in warning people about things that are dangerous.

### Areas of learning

- personal and social development, wellbeing and cultural diversity
- language, literacy and communication skills
- knowledge and understanding of the world



**This role-play area provided excellent opportunities for children to investigate the properties of materials and solve problems.**

## Happy birthday

### Context

**Three-year-olds in a setting were rehearsing and enjoying the importance of celebration.**

### What did the children do?

As part of the topic 'About Me', practitioners soon realised that the children were particularly interested in birthday celebrations. To make the most of the children's enthusiasm and interest, a lot of different tasks were provided. These included making dough for party biscuits, making fruit-juice jelly, designing and making party hats, party invitations, badges and decorations, using a drawing programme on the computer to design a birthday cake, cutting out party mats and using recyclable materials to make 'pretend' birthday cakes. All activities took place simultaneously, with adults leading activities such as making fruit-juice jelly, which the children were to enjoy later. Other activities were supported informally by adults. By providing a good range of activities for children to choose from, practitioners made sure that children were always active and engaged.

### What did the children learn?

The children learned to mix, arrange and combine materials, colours and shapes to create objects and pictures that were relevant to the party theme. The children learned how to manipulate small tools such as scissors and mixing spoons and how to control the computer mouse. They had fun celebrating imaginary birthdays and eating the fruit-juice jelly.

### Areas of learning

- knowledge and understanding of the world
- physical development
- creative development



**The children learned to mix, arrange and combine materials, colours and shapes to create objects and pictures that were relevant to the party theme.**



## Number bonds can be fun

### Context

**A class of seven-year-olds was undertaking an outdoor activity linked to their class project on the sea.**

### What did the children do?

The activity involved problem solving and recapping work on number bonds to 10 (for less advanced children) and number bonds to 20 (for more advanced children). The children were divided into groups and presented with the following problem: the ship is sinking and the crew have to use a lifeboat to cross safely to the island; and each lifeboat holds 10 kilograms or 20 kilograms.

The children were each given a number and told that this was their weight in kilograms. The children had to find ways to combine the numbers to take as many children as possible in the lifeboat to the island. This generated lots of discussion. Once the lifeboat had made one journey the children realised that they couldn't get the lifeboat back to collect other members of the group. More discussions followed - can we throw it back, swim it back (water full of sharks and other creatures)? In the end, all groups worked out that someone needed to come back in the lifeboat to collect others. Who


should come back, the person with the lowest or highest number? Calculations had to be redone. This activity motivated and stimulated children to learn, using number bonds in a fun and practical way.

### What did they learn?

The children learned to solve a dilemma that involved using number bonds purposefully to resolve a practical problem. This helped the children to practise and consolidate their mental mathematical skills. Individual children learned to take on a leadership role by assuming command of the lifeboats.

### Areas of learning

- personal and social development, wellbeing and cultural diversity
- mathematical development



**This activity motivated and stimulated children to learn, using number bonds in a fun and practical way.**

# Standards

## Question 2:

Do play and active learning successfully develop children's attitudes, skills and knowledge across all areas of learning?

### Do practitioners:

- plan their work to make sure that opportunities for play and active learning develop children's skills and understanding across all areas of learning;
- make sure that planning in all areas of learning incorporates a more active approach to learning;
- evaluate how engaged children are in learning and intervene if interest levels begin to fall;
- have clear intentions for the learning that should happen as a result of the opportunities they provide;
- check on what the children have learned during play activities;
- monitor and evaluate the provision they make for play and active learning by asking important questions such as:
  - What difference has it made to the children?
  - Have the children gained from the experiences?
  - Have all children gained or have some gained more than others and why?;
- allow children to make mistakes and help them to see why some things haven't worked out;
- make good use of their own skills and interests, such as using their expertise in gardening to encourage children to plant seeds and see things grow; and
- provide a positive role model for children by sharing how they themselves learn or have learned something?



**Case studies** These case studies provide examples of how play and other activities help children to develop in all areas of learning. Children demonstrate a positive attitude to learning, explore ideas and strengthen their skills and understanding of concepts and ideas.

## Making an obstacle course

### Context

In order to reinforce positional language, a group of three-year-olds worked outside with a practitioner to design and make a simple obstacle course.

### What did the children do?

Children searched the outdoor area to find tyres, crates, a bucket, hoops and logs and, with the support of the practitioner, put together an obstacle course which also included a permanent log, a 'stepping-stones' area and a slide. Throughout the building of the obstacle course, the children were encouraged to use positional language such as 'on', 'next to', 'in front of' and 'above'.

### What did they learn?

As much of the equipment was quite heavy, the children learned to work together to carry them. They learned that it is important to use the positional language correctly to construct the obstacle course.

### Areas of learning

- personal and social development, wellbeing and cultural diversity
- language, literacy and communication skills
- mathematical development



## Learning about Diwali

### Context

Seven-year-olds were finding out about the festival of Diwali and learning about the food that is used in celebrations.

### What did the children do?

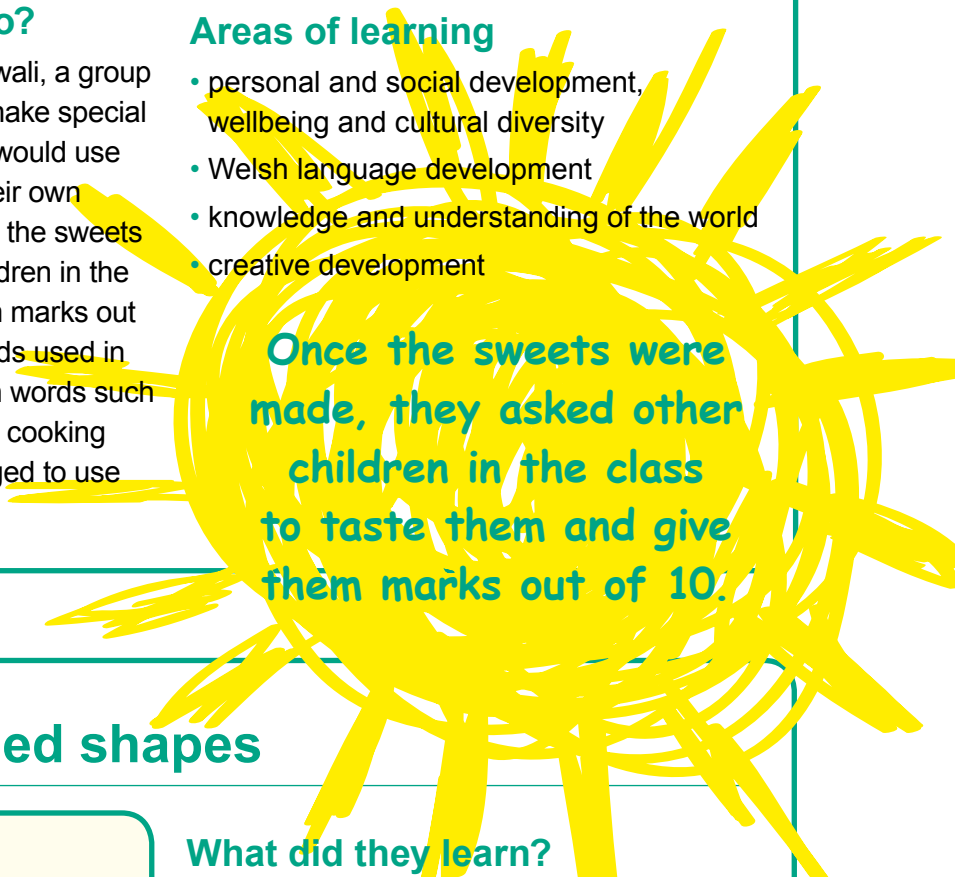
After a short discussion about Diwali, a group of children chose to design and make special sweets. They planned what they would use to make the sweets and found their own ingredients and equipment. Once the sweets were made, they asked other children in the class to taste them and give them marks out of 10. Practitioners displayed words used in cooking on cards, showing Welsh words such as 'oer', 'poeth', and 'melys' in the cooking area, and children were encouraged to use this vocabulary when cooking.

### What did they learn?

The children learned to use Welsh in their everyday play and active learning. They learned about how foods may change as a result of combining ingredients. They also learned about the significance of the festival of Diwali.

### Areas of learning

- personal and social development, wellbeing and cultural diversity
- Welsh language development
- knowledge and understanding of the world
- creative development



Once the sweets were made, they asked other children in the class to taste them and give them marks out of 10.

## Making three-sided shapes

### Context

A group of three-year-olds were also learning about Diwali.

### What did the children do?

Children confidently drew triangular patterns in coloured sands to represent the samosas that they had made and eaten in class.

### What did they learn?

Through the practical experience of making the samosas, the children learned that if you draw a shape with three sides it is still a triangle even if it is upside down or has sides of different lengths.

### Areas of learning

- mathematical development
- knowledge and understanding of the world



## Collecting leaves

### Context

A group of six-year-olds during their play outside collected a very large bag of leaves, which they decided to sort into smaller bags to be hung on hooks in the class for everyone to use.

### What did the children do?

First the children sorted the leaves into two piles, one pile of coloured leaves and a second pile of green leaves. Dissatisfied with this, as two full bags would have been too big for the hooks, they then divided the leaves into big leaves that were coloured and small leaves that were coloured. The children repeated this exercise for green leaves. One child suggested looking at the shapes to see if the leaves were pointed. This led to sets of 'pointy big green leaves' and 'pointy small green leaves', with the

One child suggested looking at the shapes to see if the leaves were pointed.

same process repeated for coloured leaves. Another child suggested weighing the leaves but the children soon realised that this wouldn't work as the leaves were too light for the scales. With some support from the practitioner, the children made one further sort using length, i.e. leaves longer than my hand / shorter than my hand.

### What did they learn?

The children learned that objects can be sorted using different criteria. They tried out their own ideas and valued the contributions of others.

### Areas of learning

- personal and social development, wellbeing and cultural diversity
- mathematical development



## An alien comes to visit

### Context

A class of five and six-year-olds were learning lots of new number rhymes. One rhyme in particular, about an alien, became a class favourite.

### What did the children do?

The children were so taken with the character of the alien in the rhyme that they began to give the alien a persona. The class teacher captured this interest and successfully linked it to the class topic of 'Ourselves'.

On the next Monday morning, the children noticed a trail of green slime going from the yard to the class. The alien had obviously paid them a visit over the weekend. Inside the class was a box of 'belongings' that the

alien had left behind. After much discussion about the contents of the box and the uses that the alien might have for them, a few children decided that they would like to send their own box to the alien. Materials were placed in the 'messy area' of the class to allow these children to make a 'capsule' to send to the alien.

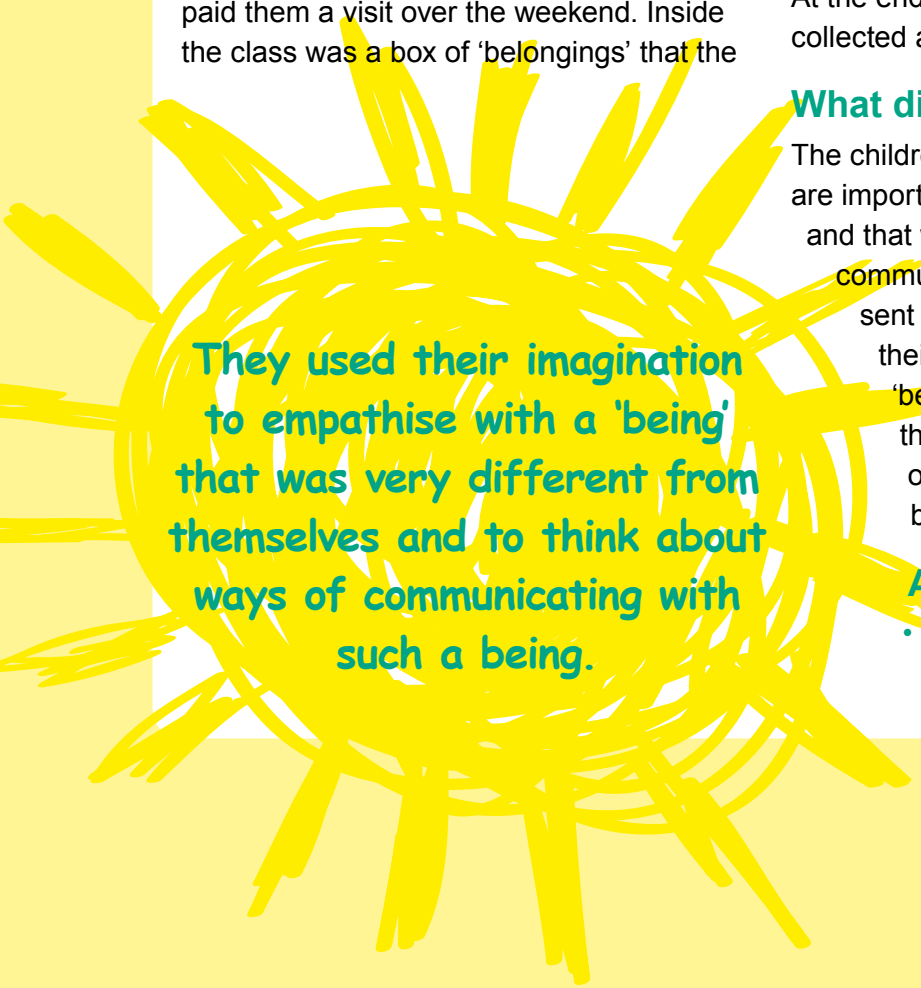
The children were encouraged to think about what the alien would want to know about them, such as how old they were, what they looked like, where they lived, what they liked doing etc, and to put this information in the capsule along with anything else that they wanted to send. By the end of the week, all the children had visited this activity from choice. All wrote at least some information about themselves to send, with the more advanced children writing several pieces. At the end of the week, the capsules were collected and 'sent' to the alien.

### What did they learn?

The children learned that talking and writing are important ways of sharing information and that writing can be used to record communication more permanently and sent to remote places. They used their imagination to empathise with a 'being' that was very different from themselves and to think about ways of communicating with such a being.

### Area of learning

- language, literacy and communication skills



They used their imagination to empathise with a 'being' that was very different from themselves and to think about ways of communicating with such a being.

## An outdoor challenge

### Context

Good use was made of the outside area to provide a class of six and seven-year-old children with a series of challenges linked to a project on transport.

### What did the children do?

The children were presented with a number of challenges, such as:

- How can you move the ball through the cones?
- How many pushes will it take to move the scooter around the track?

- How many different ways can you get a toy car to travel across a mat?
- How many different ways can you move a toy boat across the water tray?

The children responded enthusiastically to the challenges.

### What did they learn?

The children learned about simple forces such as pushes and pulls. They learned how to control objects when they are moved.

### Areas of learning

- knowledge and understanding of the world
- physical development





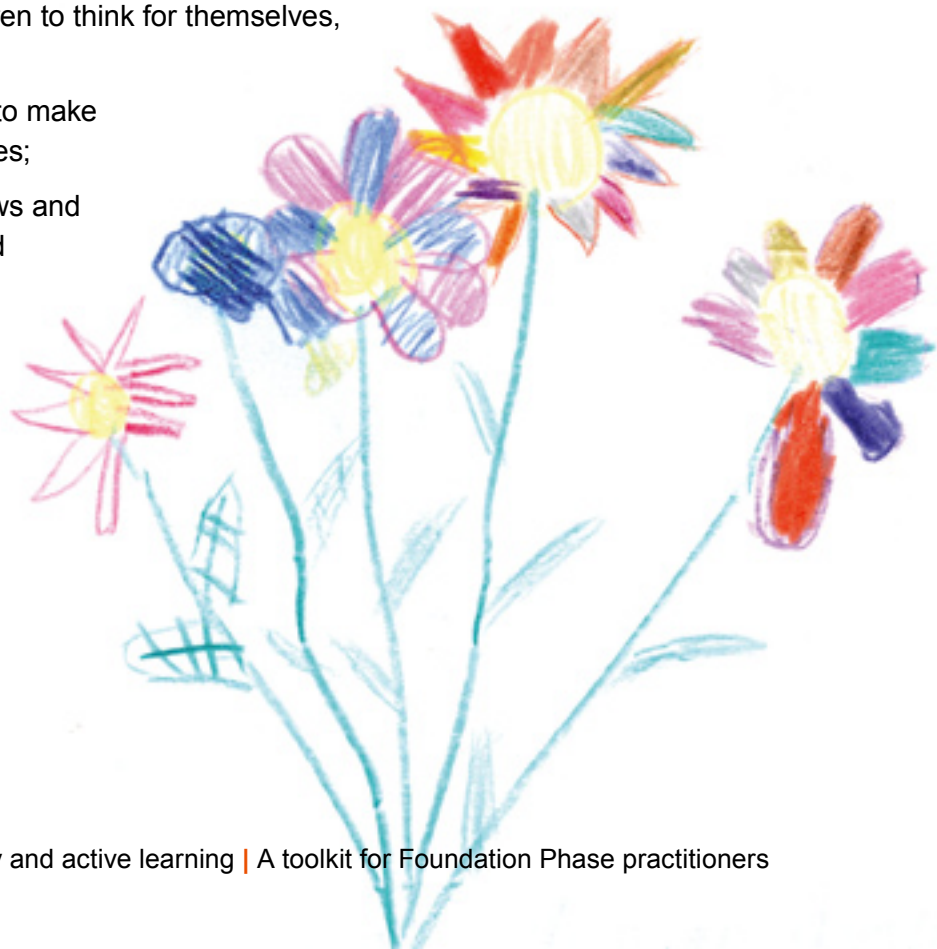
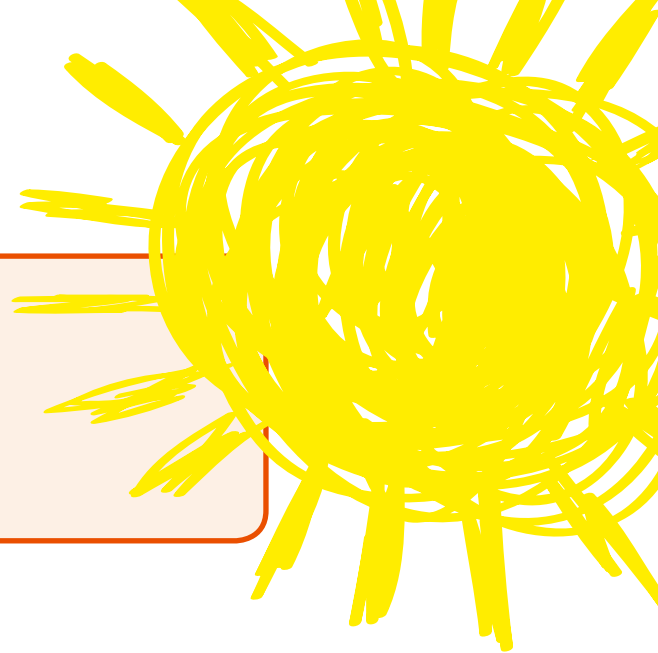
# Teaching

## Question 3:

Do practitioners use play and active learning opportunities to consolidate and extend children's learning?

### Do practitioners:

- demonstrate a sound knowledge of child development;
- have a clear and shared understanding of what is involved in providing high quality education for children from three to seven years of age;
- understand their role in assessing children's learning in order to decide what children's next steps in learning should be;
- make sure that children feel secure enough to 'have a go';
- understand that there are times when children would prefer to 'watch' others learning before 'having a go' themselves;
- support and challenge children's thinking during play and active learning by getting involved in the thinking process with the children;
- have high expectations of what children can do;
- understand the importance of when to intervene and when not to intervene in children's play;
- use questioning to encourage children to think for themselves, solve problems and be creative;
- actively promote children's abilities to make choices and decisions for themselves;
- make time to listen to children's views and act on them whenever possible; and
- build on children's prior learning by making sure that activities are at a level that is demanding but still attainable by the children?





**Case studies** These case studies provide examples of how practitioners can use play and active learning to encourage children to learn new skills or to provide opportunities for children to repeat, practise or refine skills that they already have.

## Autumn birthday cakes

### Context

The reception class theme was birthdays. The practitioners knew that children of this age like nothing better than to talk about their birthdays.

### What did the children do?

Children collected a variety of items from the school grounds such as leaves, twigs and small stones and these were kept in a large bucket in the class for anyone to use. Children used old jelly moulds in the sand to make birthday cakes. These cakes were then decorated with the items collected outside. During this activity, most children counted accurately the number of candles and matched this with the number of decorations they placed on the cake. More advanced children were also able to 'share' their 'cake' with friends by

slicing it into fairly even portions to match the number of friends present.

### What did they learn?

Children learned to practise sorting and matching objects. They learned to count objects correctly. They gained confidence in experimenting with natural objects to create their own autumn cakes.

### Areas of learning

- mathematical development
- creative development



## Dial 999

### Context

Topics are carefully chosen in an early years setting to reflect children's interests. This term's planning was linked to the theme about 'People Who Help Us'.

### What did the children do?


The role-play was based in a fire station. The fire station was equipped with firefighters' uniforms and fire fighting equipment. The children played enthusiastically in the role-play and several groups of children developed credible scenarios from their memory or imagination, for example answering emergency calls, dousing fires and rescuing stranded cats. Children were encouraged to dress themselves, manipulating press studs and zips with minimal aid.

### What did they learn?

Children learned how to manipulate fiddly fasteners and zips. They learned to use appropriate language and terminology in spontaneous and structured play activities.

### Areas of learning

- language, literacy and communication skills
- knowledge and understanding of the world
- physical development



**Children learned how to manipulate fiddly fasteners and zips.**

## Measuring length

### Context

Practitioners were developing a more active approach to learning with a class of seven-year-olds, carefully linking free-choice activities with focused tasks.

### What did the children do?

The children were using standardised measures of length. During free-choice activities in the construction area and in the

sand tray, children measured and compared what they had built, using rulers and tape measures.

### What did they learn?

The children learned to practise their measurement skills in a 'stress-free' play environment.

### Area of learning

- mathematical development

## Let's go down to the beach

### Context

Young children in a nursery regularly played in the class 'beach' role-play area.

### What did the children do?

Children wrote and copied messages in the sand, decorated their sandcastles with small pebbles and stones and rolled and cut play dough to make 'fish and chips' to sell from their mobile 'chip van'.

### What did they learn?

Children learned handwriting skills and developed their co-ordination and fine motor skills.

### Area of learning

- physical development





## Using speech marks

### Context

In order to consolidate work on the use of speech marks a practitioner in a class of six-year-olds set up a stage in the class for the children to practise speaking like characters in stories.

### Area of learning

- language, literacy and communication skills

### What did the children do?

The children used the stage to retell familiar fairy tales such as 'The Three Little Pigs' and 'Goldilocks' or make up their own plays. After a few weeks of these impromptu plays, children were encouraged to tape their plays and to work in small groups to write a story based on their play. The taped plays were used to remind the children to use speech marks if they used any dialogue from the tapes.

### What did they learn?

The children learned that one way to make stories interesting is to use dialogue between characters and that they need to identify that someone is speaking by using speech marks in writing.

The taped plays were used to remind the children to use speech marks if they used any dialogue from the tapes.





## Victorian times

### Context

Children in a class of seven-year-olds were learning about life in Victorian times by reading stories about characters in a Victorian household. During a Big Book session, the practitioner dressed as a scullery maid and demonstrated how clothes would have been washed.

### What did the children do?

The children were encouraged to think of questions to ask the maid such as “Why do you rub the clothes on the scrubbing board?” or “How long did it take to wash a tub full of clothes?” A group of more advanced children were then set the task of finding answers to these questions in books and on the internet. These children found most of the answers and decided to present them to the class by way of a dialogue between the scullery maid and the housekeeper. Another group of children were asked to wash the class painting aprons using the washing tub, scrubbing board and soap. These children recorded what they did using a digital camera and

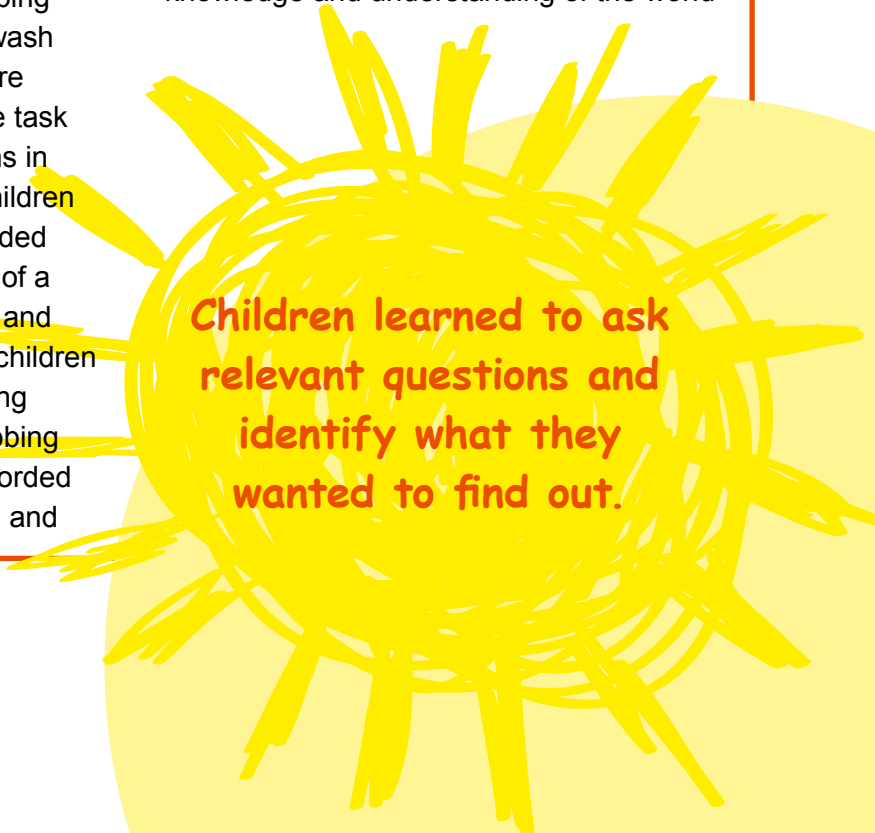
tape recorder to share with the whole class. This information was then used to compare the process of washing clothes now and in the past.

### What did they learn?

Children learned to ask relevant questions and identify what they wanted to find out. They identified differences between ways of life in the past and now. Children learned about the benefits of technology in relation to the traditionally onerous task of washing clothes and how helpful technology can be when you are researching a topic.

### Areas of learning

- language, literacy and communication skills
- knowledge and understanding of the world



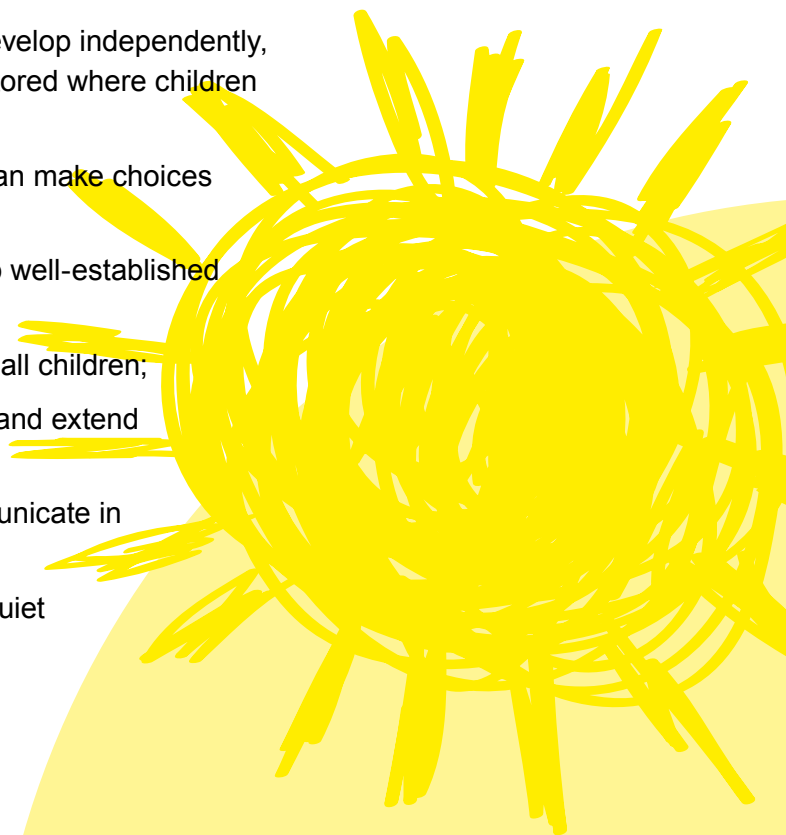
Children learned to ask relevant questions and identify what they wanted to find out.

## Question 4:

Do practitioners plan the curriculum and environment to enable children to be active learners?

### Do practitioners:

- provide a rich and stimulating curriculum and environment that promotes children's all-round development;
- plan activities and experiences that are challenging but achievable both indoors and outdoors;
- listen to what children have to say both formally and informally;
- make sure that the environment is rich in print, in English and/or Welsh and in children's home language as appropriate;
- provide plenty of space and time for children to play and learn both indoors and outdoors;
- provide a good language role model in English and/or Welsh;
- make sure that adult-led sessions are not so fast paced that children find it difficult to keep up or so slow that children lose interest;
- make sure that child-led sessions allow enough time for children to experiment and learn at their own pace, but not so long that children lose interest and play becomes aimless;
- provide an environment that allows children to develop independently, for instance by making sure that resources are stored where children can access them easily;
- organise resources in such a way that children can make choices about what they want to use and when;
- encourage children's independence by setting up well-established routines;
- plan a variety of teaching approaches to engage all children;
- make good use of visitors and visits to stimulate and extend children's play experiences;
- offer plenty of opportunities for children to communicate in all sorts of different ways; and
- provide opportunities for children to be still and quiet but also to take part in lively, energetic play?



**Case studies** These case studies show examples of how practitioners plan the curriculum and the learning environment to make sure that children are active and fully engaged in learning.

## Let's climb

### Context

In an early years setting, the environment was set out so that areas could be accessed easily to encourage children's skills development.

### What did the children learn?

The children learned how to balance and climb and became physically more confident.

### Areas of learning

- physical development

### What did the children do?

As part of their continuous provision, practitioners made good use of a play/climbing frame by positioning the apparatus in the middle of the setting. As children passed by the play/climbing frame, when moving from one activity to another, they often stopped en route and used it for a few minutes before moving on.



## ‘Feeling’ the weather

### Context

Practitioners working with young children under five years of age in a special class regularly enhanced provision by planning activities around sensory experiences.

### What did the children do?

After going outside to ‘feel’ the weather, a group of children communicated what the weather was like by responding to prompts used by the practitioners to represent

weather conditions. For instance, the children indicated through gestures or facial expressions if the weather was windy when a small fan was placed near their face or if the weather was wet when a small hand spray of water was sprayed on their hands.

### What do they learn?

The children learned to communicate facts about the weather.

### Area of learning

- language, literacy and communication skills

## Using play areas or learning zones

### Context

Practitioners in an infants school successfully provided a rich learning environment through creating well-resourced and interesting play areas. Play areas were regularly changed and resources added to enhance the provision.

### What did the children do?

Practitioners developed several play areas such as a games area, a newsroom role-play area equipped with handheld microphones, tape recorders and cameras, a ‘dwylo prysur’ corner (busy hands corner) and an investigation area. Each area had

clear objectives for children’s learning. Children chose when they wished to access these areas and when to undertake any focused tasks.

### What did they learn?

Children learned independence and management of their time.

### Area of learning

- personal and social development, wellbeing and cultural diversity





## Encouraging independence

### Context

Practitioners in an early years setting planned activities to specifically encourage children's independence.

### What did the children do?

Children self-registered on arrival. They chose when to go into the snack bar by finding their name and picture and posting it in a box; choosing their own fruit for snack and cutting it up themselves; making toast with a little adult help; and spreading their own butter and choosing what they wanted to put on the toast. Children independently cleaned their teeth after a snack and posted their picture in a box to show they had done this. Groups of children took turns to mix paint and dough with staff each day and to set out resources. Water and energy monitors were chosen each day to check that practitioners and children were turning off water taps and that practitioners were not leaving lights on unnecessarily. Although these activities were planned as part of the setting's continuous provision, originally each activity had been a focused task, led and supported, by practitioners.

### What did the children learn?

Children learned to make choices and take responsibility for what they did. They learned how to use small tools such as knives to make snacks.

### Areas of learning

- personal and social development, wellbeing and cultural diversity
- physical development

Children independently cleaned their teeth after a snack and posted their picture in a box to show they had done this.



## Question 5:

Do practitioners have clear aims and objectives for children's learning through play?

### Do practitioners:

- make sure that play is used well to promote active learning across all areas of learning;
- make sure that the learning potential of activities is clearly identified and understood by all practitioners;
- work together to plan children's experiences so that aims and objectives are shared;
- use role-play effectively to encourage children to act out and practise new and familiar situations;
- provide resources that are flexible enough to be used in a variety of different ways;
- encourage children to explore and investigate their world;
- plan activities that encourage children to recognise similarities and accept differences between themselves and others and to celebrate who they are;
- plan time for children to tell each other what they have found out during their play or describe what they have been doing to check if the learning intentions have been achieved; and
- encourage and support children to use a range of ICT equipment such as CD players, tape recorders, programmable toys and cameras as part of their play?



**Case studies** These case studies illustrate how practitioners plan carefully to maximise children's learning.

## In the caff

### Context

**Three-year-olds in a setting discovered that rules are important.**

### What do the children do?

Practitioners in a setting had clear and specific learning intentions for their role-play café. Children took turns (on a daily rota) to be the cook and waiter/waitress. Four children at a time visited the café for their mid-morning snack. The cook put toast on a plate and poured drinks, while the waitressing staff marked on paper whether their customers wanted milk or juice, or one or two pieces of toast. Toast and drinks were then served to the 'customers' who helped themselves to a spread for their toast if they wished. Cheese spread was available in a tube and children were encouraged to squeeze it out in the shape of the 'letter of the day'. After service was over, the waiter/waitress wiped the table and stacked the dishes for washing. As soon as a customer had finished their snack, the waiter/waitress announced that a place was available and another child took their place. This is an example of a practitioner-led focused activity which, over time, has become part of the setting's continuous provision.

### What do they learn?

Children learned to take responsibility. They learned to show care and consideration for others. Children developed their hand-eye co-ordination through pouring drinks and using small tools such as knives.

### Areas of learning

- personal and social development, wellbeing and cultural diversity
- mathematical development
- physical development





## 'Pants'


### Context

A practitioner in a nursery setting led and managed a focused activity with a large group of very young children. The session was well planned and organised, as were the follow-up activities. Planning identified adult and child-led activities and was clear about what the practitioner wanted the children to learn at the end of the session. The practitioner used the picture book 'Pants' as a starting point for the session.

### What did the children do?

Children opened the class 'treasure box' to find a suitcase containing an assortment of many different sizes and styles of pants, all in different colours and patterns. Whilst exploring the contents of the suitcase, almost all children used and learned new adjectives to do with size, colour and pattern to describe the pants and predict who might wear them. As the practitioner read the story book children kept the rhythm of the rhyme about pants by patting their legs. Most children counted the numbers of pants in and out of the suitcase accurately as they listened to and laughed about the musical version of the rhyme. Other linked activities during the morning involved the children in designing their own pants, which encouraged them to select colours and decorations and to use print equipment to print on fabric. Pairs of children sorted through the clothes basket looking for pants and tried to match the pants to fit the dolls and teddies in the setting.

At the end of the morning the children sat together to learn a simple counting song about pants being blown off the washing line by the wind.



As the practitioner read the story book children kept the rhythm of the rhyme about pants by patting their legs.

### What did they learn?

Children learned to match and sort objects using a range of different criteria. They learned to make choices about materials and colours in their creative work and they developed a range of skills.

### Areas of learning

- mathematical development
- creative development



## Going to the park

### Context

Practitioners in a class of five-year-olds planned a series of activities for the children during a visit to the local park. The activities were practitioner led and directed.

### What did the children do?

The class was divided into three groups. The first group collected and sorted leaves, the second group made collage pictures from materials found in the park and the third group painted using mud and sticks. During the visit all children undertook each of the activities in turn. Practitioners were very clear about what they wanted the

children to learn from each activity as well as the vocabulary they wanted to introduce to the children.

### What did the children learn?

Children learned to sort, match and classify leaves. They used the new vocabulary such as 'multi-coloured' to describe what they saw. Children experimented with natural materials to create collages and pictures and became more aware of pattern, texture, colour and form.

### Areas of learning

- language, literacy and communication skills
- mathematical development
- knowledge and understanding of the world
- creative development



# The ball challenge

## Context

Three-year-olds, working in a group of four, were challenged to move a small lightweight plastic ball along a maze by blowing the ball through a straw. This was planned as a focused activity.

## What did the children do?

Initially the task presented a few problems. The children didn't realise that they needed to move to manoeuvre the ball, much like blow football, and that, with all four children blowing at once, it was difficult to control the ball with any degree of accuracy. Eventually, with a little adult support, the children realised the need to move with the ball to control it through the maze and took turns in manoeuvring the ball through sections of the maze. These children were then asked to show other groups of children what they had learned and to make a new, more difficult maze for others to follow.

## What did they learn?

Children learned to co-ordinate and control their physical movements. They learned to wait their turn and practise their skills to show others.

## Areas of learning

- personal and social development, wellbeing and cultural diversity
- knowledge and understanding of the world



**Children learned to co-ordinate and control their physical movements.**

## Pirates ahoy

### Context

A practitioner in a class of seven-year-olds planned and prepared in detail a series of focused activities linked to the theme of pirates.

### What did the children do?

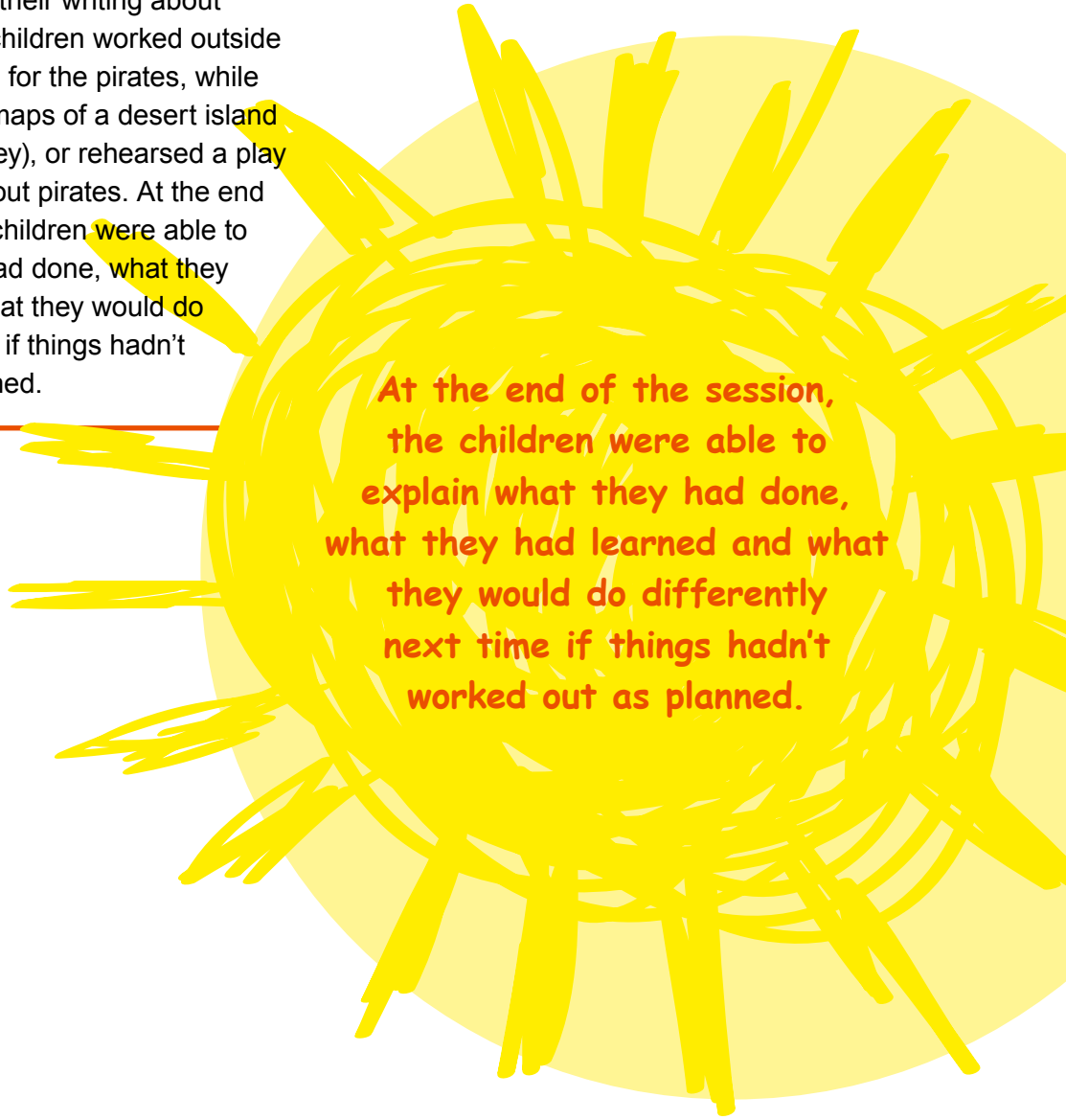
While the practitioner worked with a group of children to identify descriptive words that could enhance their writing about pirates, a group of children worked outside making mini-islands for the pirates, while other groups drew maps of a desert island (including using a key), or rehearsed a play they had written about pirates. At the end of the session, the children were able to explain what they had done, what they had learned and what they would do differently next time if things hadn't worked out as planned.

### What did they learn?

Children learned to work imaginatively, independently and co-operatively. They identified what they did well and how they could improve.

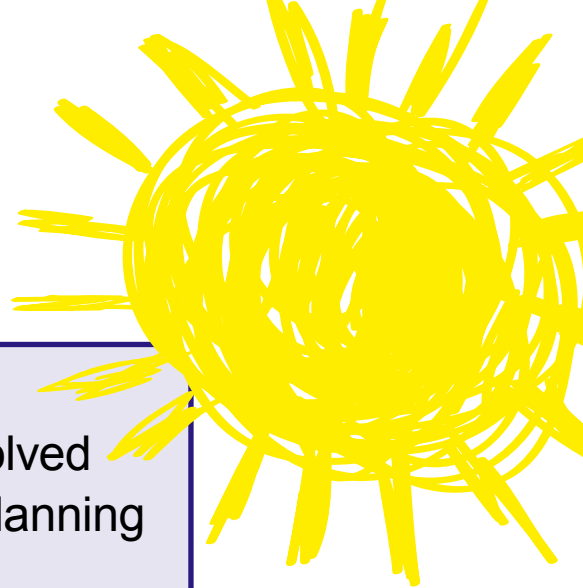
### Areas of learning

- personal and social development, wellbeing and cultural diversity
- language, literacy and communication skills
- knowledge and understanding of the world



**At the end of the session, the children were able to explain what they had done, what they had learned and what they would do differently next time if things hadn't worked out as planned.**

# Learning experiences and wellbeing



## Question 6:

Do children have opportunities to be involved in deciding the lesson focus and in the planning and setting up of play areas indoors and outdoors?

### Do practitioners make sure that:

- there is an appropriate balance between adult-led or child-initiated activities (activities freely chosen by the child) both indoors and outdoors;
- short-term planning is flexible enough to adapt to changed circumstances and to children's interests;
- children feel that their efforts and ideas are valued;
- they encourage children to try out their own ideas;
- they regularly consult children about what they want to find out about in order to make good use of children's own interests and experiences; and
- they find out how children play at home and value different cultural approaches to play?





**Case studies** These case studies show examples of how practitioners have listened and responded to children's ideas and allowed the children to take the lead in their learning.

## Growing leeks

### Context

A class of five-year-olds in a primary school, preparing for St David's Day, decided that they would like to grow leeks as most had not seen or tasted leeks.

### What did the children do?

The children wrote letters to the school council asking them to make a request to governors for a small area in the playground to use to grow the leeks. Once this had been approved, the class invited members of the community who were keen gardeners to come into school to talk about growing leeks and to bring in examples of their produce. After much hard work, the children succeeded in growing and harvesting a good crop of leeks. Leek soup and even leek ice-cream were made, surplus leeks sold to parents and carers and the money made used to buy new bulbs. Practitioners' planning changed considerably over the period of the project in order to capitalise on children's interest in growing the leeks.

### What did the children learn?

Children showed positive attitudes to new experiences and developed a growing interest in the world around them. They learned to see links between cause and effect in the context of how plants grow. They learned what plants need to have for healthy growth and how vegetables are produced.

### Areas of learning

- personal and social development, wellbeing and cultural diversity
- knowledge and understanding of the world



## Things that go bang in the night

### Context

A group of seven-year-olds chose to visit the class book corner.

### What the did the children do?

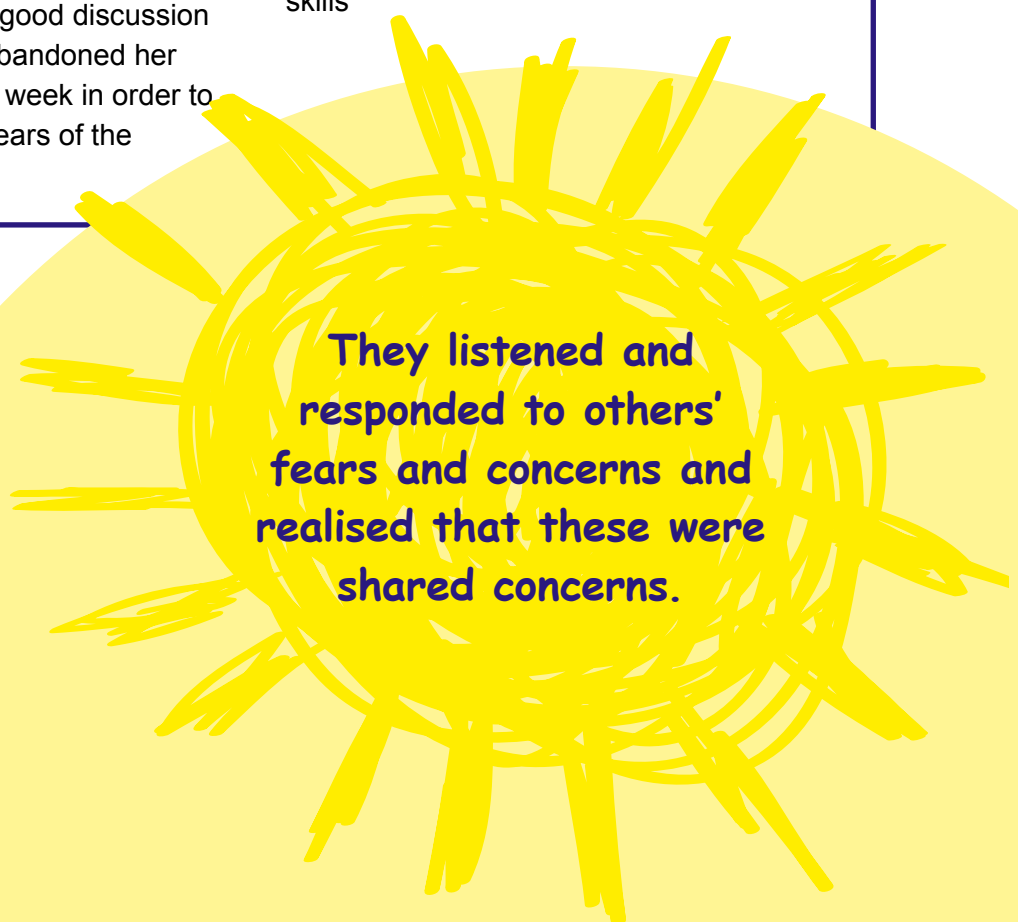
After reading a 'scary' story in the book corner the children decided to make their own book about what scared them by cutting out pictures from magazines of things like snakes, spiders, tall buildings etc. The book was then shared with the whole class and generated such good discussion that the lead practitioner abandoned her planning for the rest of the week in order to explore and assuage the fears of the whole class.

### What did the children learn?

Children learned to recognise and express their feelings and emotions. They listened and responded to others' fears and concerns and realised that these were shared concerns. They also learned that it is a relief to share anxieties and to find ways of dealing with them.

### Areas of learning

- personal and social development, wellbeing and cultural diversity
- language, literacy and communication skills



They listened and responded to others' fears and concerns and realised that these were shared concerns.

# I'll huff and I'll puff and I'll blow your house down

## Context

A class of three-year-olds was finding out about houses and homes. As part of the class theme the children listened to the story of the 'Three Little Pigs'. Individual children then made homes for the pigs.

## What did the children do?

A three-year-old, during the 'house-building' activity that followed on from listening to a story tape of 'The Three Little Pigs', decided to become the wolf and blow down all the houses that the other children were making from card, paper and straws. Spotting this sudden, though not wholly unpredictable, intervention as an opportunity, the lead practitioner then changed the focus of the lesson and asked the children how they could build stronger houses in order to stop their houses from falling down when the wolf

blew. The children tried making different types of straw houses to see if the number of straws used to build a house was important or whether it was the way that the straws were joined together that

made a difference. After lots of laughter the children understood that more straws made the house stronger and that the best houses were those in which the straws were firmly joined together.

## What did the children learn?

Children learned to recognise how they would know if something had worked by testing it out. They learned perseverance and that not everything that was built would be perfect the first time they tried it out.

## Area of learning

- knowledge and understanding of the world
- creative development



# Pizza Parlour

## Context

A group of three-year-olds in a large nursery setting were playing in the home role-play corner.

## What did the children do?

After a period of 'playing house' the children decided to put slices of a plastic pizza into a cardboard box and deliver it to a child playing outside. This was repeated several times with different children having 'home delivery pizza'. Practitioners observed children during this activity and decided to take advantage of the interest that the pizza delivery caused. They changed the home corner into a Pizza Parlour. Menus from Pizza Parlours and flyers advertising home deliveries as well as

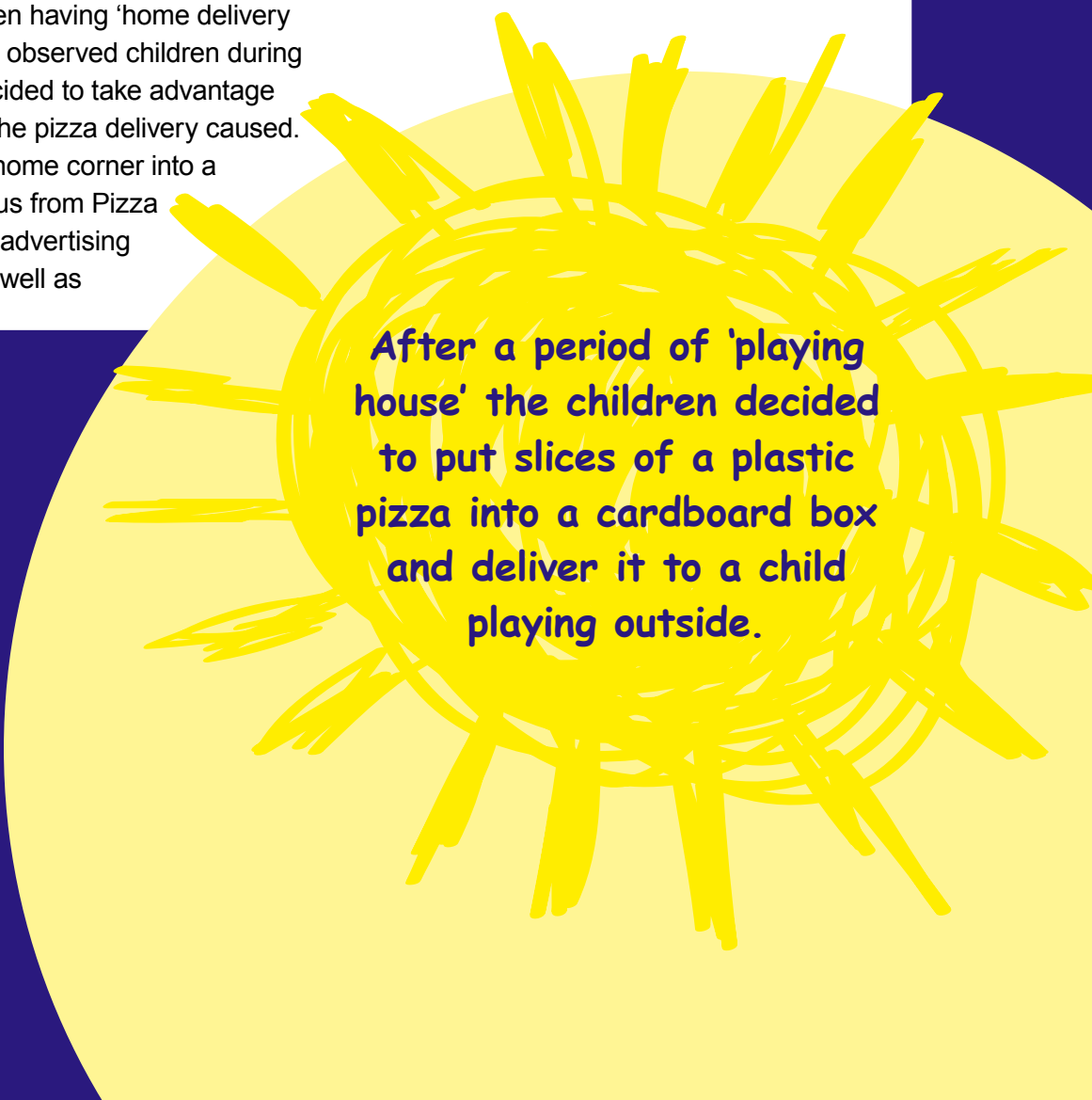
empty pizza boxes were subsequently added and a bike with a small trailer converted into a pizza delivery van.

## What did the children learn?

Children learned to explore their environment and experiment with their own ideas.

## Areas of learning

- personal and social development, wellbeing and cultural diversity
- knowledge and understanding of the world



After a period of 'playing house' the children decided to put slices of a plastic pizza into a cardboard box and deliver it to a child playing outside.



## Children's voices

### Context

Young children in a setting were given an opportunity each morning to discuss what they would like to do during the day.

### What did the children do?

During circle time, children talked about which adult-led activities they would like to do or whether they wanted to choose something else. They were asked to choose an activity they had done recently but also to develop it further or improve on it in some way. After talking about what they had chosen, the children 'wrote' their ideas down. They used pictures or symbols to record their ideas. A few more advanced children used emergent writing to form a few letters or words. Practitioners scribed for younger or 'reluctant' writers. Practitioners placed these ideas on the 'children's voices' board on the wall, which was left there for adults and children to refer to throughout the day. During daily 'reflection time', practitioners encouraged three and four-year-olds to discuss their activities and their responses to those activities. This often included comments on how they enjoyed an activity or how successful they felt they were at undertaking it. Children also discussed

how well they worked with other children and how they overcame any difficulties which arose when doing so, whether there had been any disagreements or where they had been able to help someone else.

### What did the children learn?

Children learned to manage their time, to make choices and to identify what they were good at. They learned to deal with their emotions and resolve conflicts.

### Area of learning

- personal and social development, wellbeing and cultural diversity
- language, literacy and communication skills



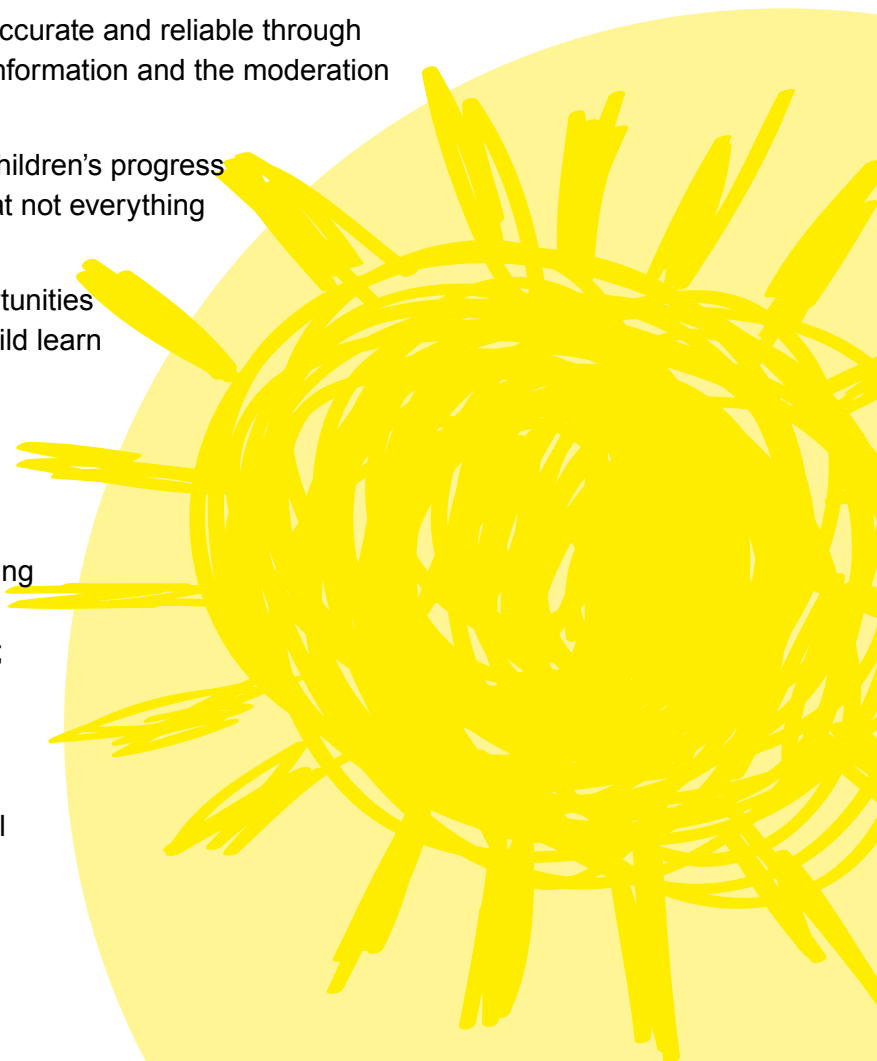
# Teaching and leadership

## Question 7:

How knowledgeable are practitioners about the purpose and use of assessment?

### Do practitioners:

- understand that meeting children's needs is central to effective learning;
- make sure that activities are at the right level for the stage of development of the children that they work with;
- know that all areas of learning are connected and have equal importance;
- understand that learning is complex and that children develop and mature at different rates;
- appreciate that learning is a journey and that each child needs to build on what they already know;
- provide different learning opportunities for groups of children or for individual children who may need more challenge or extra support;
- ensure that assessment procedures are accurate and reliable through regular team discussions and sharing of information and the moderation of samples of work as appropriate;
- understand that systems used to record children's progress should be relevant and purposeful and that not everything children do needs to be recorded;
- make sure that parents/carers have opportunities to contribute to knowledge of how their child learn best;
- build strong links with parents and carers through regularly sharing information;
- use careful observation of, and interaction with, children during play and active learning to monitor consistently all aspects of each child's learning and stage of development;
- use what they learn from observation to identify the needs of individual children or groups of children and successfully meet their needs through a planned educational programme; and
- plan to observe regularly?



**Case studies** These case studies show examples of how practitioners use assessment to plan for continuity and progression in children's learning.

## Planning together

In an infant school, observation of children's learning featured strongly in all classes. The school had developed a strategy where plastic 'poly pockets' were attached to the wall and held observation sheets for each area of learning. Practitioners noted on the sheets when they saw a child or children doing something significant, what it told them about their learning and what they would need to do next to build on this learning. At the end of each week the sheets were collated and discussed in the weekly planning sessions and planning adapted as appropriate. All staff were aware of individual children's needs and what they needed to focus on with an individual child or groups of children.

## Skills ladders

Practitioners in an infants school worked together to identify a set of skills for children from three to seven years of age that could be developed using more than one area of learning. For instance, practitioners identified that the skills of 'exploring and experimenting with a variety of techniques' can equally be developed in the knowledge and understanding of the world area of learning as in creative development. Practitioners then used the Range sections of the 'Framework for Children's Learning for 3 to 7-year-olds in Wales' to identify relevant experiences that would develop appropriate skills.



## Using display boards

In a small primary school, two display boards were used to make sure that all practitioners played an active part in assessing children's learning. One board was labelled as the achievement board: "what can the child do?" while the second board was labelled "I need to..." i.e. what the child needs to develop. All practitioners used sticky notes to record children's development and the way forward and posted these on the relevant boards. This information was collected daily and discussed by all practitioners in short meetings at the beginning of each day. Brief notes were made of the key points from these meetings and these informed practitioners' work during the day. Key milestones in children's progress were also noted during these meetings. The sticky notes were not kept but instead were sent home with the children.

## Making the links from home

In one pre-school setting, parents and carers were encouraged to complete an assessment booklet before their child started in the setting. This helped practitioners to know what the children could do and what the children were interested in. These booklets were then used to record children's progress in the setting and sent home on a regular basis, thus helping to ensure good links between the home and school.

## Keeping picture profiles

Each child in the nursery had a picture profile. Each term six pictures were taken of each child. These pictures were placed in individual children's booklets and annotated to show what activity they were involved in and what the child was learning from the activity. These picture profiles formed the basis of discussions with parents each term about their child's learning journey.

## Using field notes

All practitioners in a nursery school kept field notes. These noted anything of significance that the children did or said and whether children showed interest and involvement in the activity. Information from these notes was used to plan to address any difficulties in children's learning and to make sure more advanced children were suitably challenged.

## Using sticky labels

Good use was made of information technology in a medium-sized primary school to support practitioners in recording children's progress. Learning intentions for activities that were adult-led were printed on sticky labels. As children achieved the learning intention, the label was placed in individual children's portfolios and dated.



## Assessing how well children responded to challenges

Six-year-old children were encouraged to develop their physical and creative skills outdoors by responding to challenges set by practitioners. These challenges were often written on cards for children to follow during the week or in practitioners' planning so that all practitioners know how to intervene when they see that play is lacking purpose. Challenges included such things as:

- How can you move the furniture from the dolls house to the garage without carrying it in your hands?

- Can you make a picture story in the sand, take a photograph of it, and tell Baby Bear the story?

Children's responses to these challenges were noted and discussed in weekly team meetings and further work planned as a result.



## The learning wall

In a nursery class, children's learning was celebrated through use of a 'learning wall' display. The display showed pictures of children learning and these were labelled to show good learning behaviours such as good sharing, and good working together.

## Identifying children's next steps in physical development

### Study 1

Daily planning sheets were used by practitioners in a class of five-year-olds to note any additional work required with individuals or groups of children to consolidate/extend their learning. These daily planning sheets were then used to plan specific activities for the following week. For instance, after making soup with a group of children, the practitioner noted that almost all of the children had difficulty using a knife. The following week these children were provided with lots of activities such as buttering bread and cutting up fruit to develop better physical skills.

### Study 2

Early on in the school year, practitioners in a class of three-year-olds noted that the majority of children had difficulty grasping and using small tools such as pencils and paintbrushes. A variety of fun activities were subsequently planned to address this issue. For instance, children used a variety of small implements to dig into large blocks of ice to retrieve small objects or used chopsticks to pick up small objects hidden in the sand.

## 'Little Red Riding Hood' - observing children at play

### Context

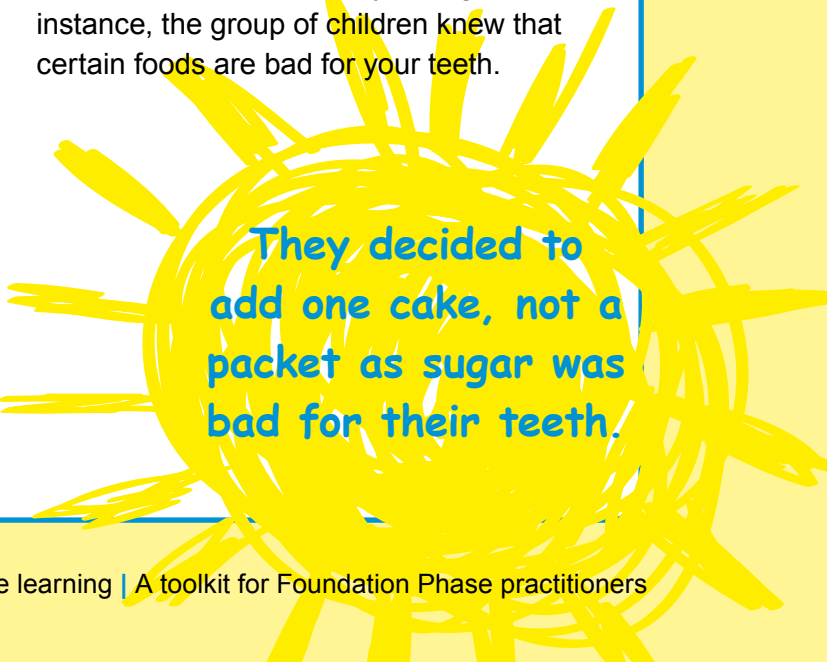
Six-year-olds were learning about 'healthy eating'.

### What did the children do?

After reading the story of 'Little Red Riding Hood' a group of children decided to use leftover fruit from the tuck shop to make a healthy basket of fruit for grandma. They decided to add one cake, not a packet as sugar was bad for their teeth. They justified adding the cake as a treat for grandma as she was in bed but decided to add a toothbrush and toothpaste from the role-play corner to remind her to clean her teeth afterwards.

### What did the practitioners learn?

The practitioners could clearly see that this group of children had a good understanding of issues to do with healthy eating. For instance, the group of children knew that certain foods are bad for your teeth.



**They decided to add one cake, not a packet as sugar was bad for their teeth.**

# Quality improvement

## Question 8:

How do practitioners know that play and active learning approaches are making a positive difference to children?

### Do practitioners:

- gather qualitative and quantitative data to show that a more experiential approach to learning is having clear benefits for children;
- regularly evaluate the success of the opportunities that are offered to children in terms of what learning is taking place and why;
- feel confident that all children are making good progress in all areas of learning;
- ask children what activities they think are working well and what needs to be changed;
- work together to share information about individual children or groups of children;
- consult parents/carers to ask them how they think their child is progressing in the Foundation Phase; and
- have systems in place to monitor the progress of different groups of children?





**Case studies** These case studies provide examples of how practitioners are using information from a variety of sources to identify whether a more play-based approach is impacting positively upon children's attitudes, skills and knowledge.

## Measuring children's self-esteem

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Under-fives' practitioners in a primary school used a commercial assessment package to measure children's self-esteem before and after adapting a more active approach to learning. All children had improved self-esteem, which in turn led to children being more confident and willing to 'have a go' in activities the children perceived as 'work' such as learning initial sounds.

## Tracking improvements in children's fine motor skills

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Practitioners in a setting noted that children were not taking as much advantage of planned activities indoors to develop their fine motor skills as had been hoped. Practitioners decided to make better use of the space outside by allowing children to use large paint brushes to paint on very large sheets of paper and creating mud-pie boxes where children could use tools to dig. Practitioners noted improvements in almost all children's fine motor skills and were pleased that children were transferring these skills into indoor activities.

## Identifying children's play skills

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In a nursery setting, practitioners developed a list of 'play skills' that they wanted children to develop over time, such as the ability to collaborate, take turns, and show excitement and confidence. Children were assessed each term using these play skills to check that they were making good progress.

## Monitoring the use of learning areas

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An audit of how children were using learning areas in a class of five-year-olds showed that boys were often reluctant to go into the book corner and look at books. Practitioners created an additional book corner outside and monitored its use. Over a period of a week, the setting recorded that all boys had visited the outside book corner at least once a day and that all the boys were displaying better skills of holding books correctly and acting like 'readers'.

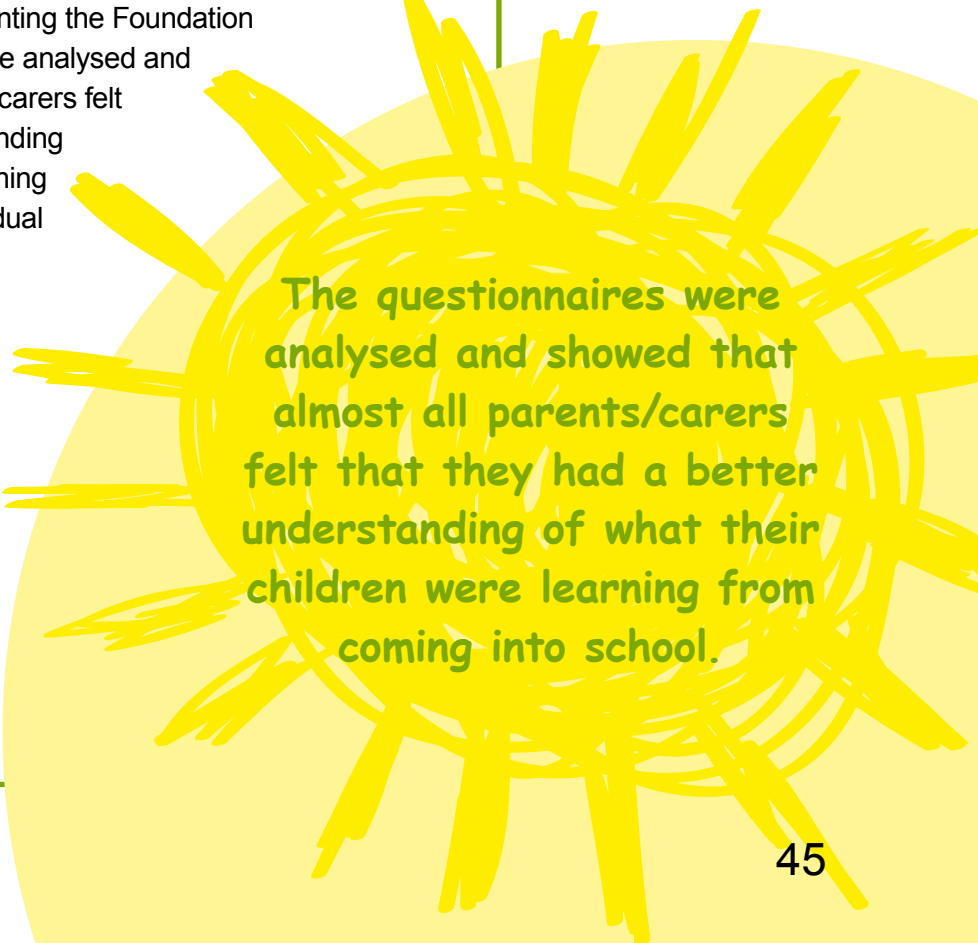


## Tracking improvements in children's writing

A practitioner in a class of seven-year-olds was concerned that children did not enjoy writing because the written work that the children produced was not always of good quality. It lacked imagination and was short in length. Adapting a more play-based/active approach to the curriculum meant giving children lots more first-hand experiences before writing. Samples of writing kept before and after a term of using such an approach showed clear improvements in writing for all children and particularly significant improvements for the most able.

## Asking parents and carers

In order to make sure that parents/carers understood the importance of play in children's learning and also to gauge parents'/carers' perceptions about the Foundation Phase, a school held an open week. Parents/carers came into school to observe the children undertaking their daily activities and had an opportunity to question practitioners about the purpose of the planned and unplanned play activities. Parents/carers who attended were then asked to complete a questionnaire asking for their opinions of what they saw and whether they had noted any changes in their child since the school had begun implementing the Foundation Phase. The questionnaires were analysed and showed that almost all parents/carers felt that they had a better understanding of what their children were learning from coming into school. Individual parents/carers also gave examples of how they felt that their children were benefitting from the Foundation Phase. For example, individual parents/carers noted that their children were more confident, seemed happier to come to school and talked a lot more about what they did in school than they had previously.



The questionnaires were analysed and showed that almost all parents/carers felt that they had a better understanding of what their children were learning from coming into school.

# Acknowledgements

Estyn is grateful to the schools and settings that have provided examples of good practice and shared information with the team of inspectors who undertook the survey for this publication. For the most part, the case studies are examples taken from individual schools and settings although, occasionally, when similar practice has been seen in several places, a composite case study has been included. The following schools and settings have been visited by Estyn inspectors:

Abacus Day Nursery, Monmouthshire  
Bright Start Day Nursery, Pembrokeshire  
Burry Port Infants, Carmarthenshire  
Cylch Meithrin Llanfairpwllgwyngyll, Ynys Môn  
Cylch Meithrin Pontypool, Torfaen  
Dinas Powys Infants School, Vale of Glamorgan  
Goetre Infants School, Merthyr Tydfil  
Gurnos Nursery School, Merthyr Tydfil  
Gwersyllt Community Primary School, Wrexham  
Heronsbridge Special School, Bridgend  
Llancarfan Primary School, Vale of Glamorgan  
Llanfyllin Pre-school Playgroup, Powys  
Pen y Cae Primary School, Wrexham  
Pilgwenlly Primary School, Newport  
Puddle Ducks Day Nursery, Monmouthshire  
Rhydfelen Nursery School, Rhondda Cynon Taff  
St Mary's RC Primary School, Wrexham  
Tremorfa Nursery School, Cardiff  
Ysgol Babanod Abercaseg, Gwynedd  
Ysgol Bryn Garth, Flintshire  
Ysgol Capel Seion, Ceredigion  
Ysgol Edern, Gwynedd  
Ysgol Gwaelod y Garth, Cardiff  
Ysgol y Gaer, Wrexham  
Ysgol Llanllechid, Gwynedd  
Ysgol Rhiw Bechan, Powys  
Ysgol Tanycastell, Gwynedd  
Ysgol Treganna, Cardiff

## **The survey team received additional information from:**

Cwrt Rawlin Primary School, Caerphilly  
Malpas CIW Infants School, Newport  
Pontllanfraith Primary School, Caerphilly  
University of Glamorgan Day Nursery

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