



Childcare Inspection Report on

Cefn Glas Playgroup

**Westward Community Centre
Llangwydd Road
Cefn Glas
Bridgend
CF31 4JR**



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Description of the service

Cefn Glas Playgroup was registered with Care Inspectorate Wales (CIW) in October 2015 and provides childcare to a maximum of 28 children aged two years to five years. The registered provider for the service is Fast Track Childcare Solutions Ltd. The service operates from a community centre in Cefn Glas, Bridgend. It is open Monday to Friday from 9am to 12pm, during school term time only and offers places to children who qualify under the Flying Start scheme alongside children who register on a private basis. The service is overseen by the responsible individuals, Lisa Dobbs and Alison Lester. The two persons in charge are Nicola Abraham and Gemma Jackson. The language of the playgroup is English with incidental Welsh.

Summary of our findings

1. Overall assessment

We (CIW) found that children look forward to attending the playgroup; they are happy and settle quickly. Children have easy access to a good range of activities, toys, materials and equipment, which encourages them to play, explore and learn. There is a team of committed staff who know the children well and try to ensure that children get the most out of their time at the playgroup. Staff are caring and responsive. The environment is safe and secure and children have access to a good sized playroom and a well-equipped outdoor play area. The service is run smoothly and is mostly compliant with regulations and national minimum standards. Parents are very satisfied with the service. They said their children are very happy at the playgroup and that staff are very friendly and supportive.

2. Improvements

- The service had achieved accreditation for healthy snacks from a Healthy Pre-School Scheme; and
- all staff had attended training about Autism and Down's Syndrome to meet the needs of individual children.

3. Requirements and recommendations

Section five of this report identifies our recommendations to further improve the service.

We found that the registered provider was not compliant with the regulation relating to the statement of purpose as it did not include all the required information.

We made recommendations in relation to staff supervision, fire drills, policies and procedures, records, promoting children's independence at snack time; and updating the name and contact details for CIW in policies and information.

1. Well-being

Summary

Children are very happy, settle quickly and have opportunities to make decisions. They experience warm and caring relationships. Children interact well and are learning to cooperate with each other and with staff. They enjoy their play and learning both indoors and outdoors and are becoming independent.

Our findings

1.1 To what extent do children have a voice?

Children are listened to and are able to make choices.

During both our visits, we saw that children chose who to play with, where to play and what to do. We watched children leading and developing their own imaginative play whilst playing with jigsaw puzzles, dolls, a toy castle, home corner and plastic figures. We heard children choosing the songs to sing and talking about themselves during greeting time. We saw that one child decided to carry on playing alone rather than join in at greeting time and staff did not disrupt him. After a while, the child moved over to the edge of the group and watched. Children chose milk or water and a snack of fresh fruit, cucumber and a cracker at snack time; and we saw them ask for and receive more.

Children have a strong voice in this service.

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

Children experience warm relationships with each other and staff.

We saw that children were very happy to attend playgroup. They greeted each other and staff warmly, moved around confidently and settled quickly. Children were very comfortable with staff; they called staff by their first names and approached them readily. We saw children smile, laugh and clap their hands as they explored the playroom and engaged in different activities. Children received warm praise for all their achievements and we saw that this raised their self-esteem. For example staff said *"Well done! You did it!"* when a child fitted a piece into a jigsaw puzzle; and the child smiled at them and tried with the next piece. Most children were familiar with their surroundings and the routines of the day which gave them a sense of security and belonging. Children joined in and happily sang songs for routines such as tidying up and snack time. They sang 'Hwyl fawr ffrindiau' (Goodbye friends) and named each child at home time, which helped them to get to know each other.

Children have a good sense of belonging, which helps them feel safe and are happy.

1.3 How well do children interact?

Children are learning the importance of sharing and turn taking.

Children played happily together in pairs or small groups and interacted well with staff. During story times the children sat together and mostly listened to what others had to say in

response to questions from staff. Children waited patiently for their snacks and in line to wash their hands and to go outside to play. We saw that children shared resources and they co-operated with each other, for example they passed scissors and coloured pens around the table; they took turns to pour imaginary cups of tea and eat cake; they waited for a turn on the slide outside; children sat with staff for craft work and to play a clothes matching game. Children's behaviour was very good and they mostly remembered to say 'please' and 'thank you'. We saw children respond and cooperate with staff when asked to be careful and not to run in the hall and they helped when asked to clear the toys away.

Children interact very well with each other and with staff.

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

Children benefit from a range of play opportunities designed to support their development.

We saw children enjoying free play as well as structured adult-led activities inside and outdoors. We saw that children smiled as they played make believe games; they concentrated hard for craft work and colour matching; they listened avidly at story-time; they laughed as they ran about outside and rode their trikes down the ramp. Child sang action songs enthusiastically; they pointed to parts of the body and giggled. Children engaged in their activities for a suitable length of time for their stage of development. They smiled and nodded when we asked if they enjoyed coming to the playgroup and told us they liked playing with their friends and pointed to the toys they liked the best.

Children very much enjoy their play and learning experiences.

1.5 How well do children develop, learn and become independent?

Children have opportunities to develop a range of skills and to do things independently.

The children's development records evidenced that they were making good progress and developing new skills in line with the Foundation Phase principles. Children developed their skills through imaginative play and planned activities. Children's social and language skills were developing. Most children communicated confidently with each other, with staff and with us; and they described their feelings during the registration and greeting time. We heard children sing, count and name colours in English and Welsh. Children sang 'Penblwydd Hapus' and 'Happy Birthday' at the end of the Friday session for all the children having birthdays that weekend and then they sang 'Hwyl Fawr Ffrindiau' and 'Goodbye Friends'. Children were developing their self-help skills; they ate independently and made choices at snack time. We saw that many children used the toilet or potties by themselves and they washed their hands and put the paper towels in the bin.

Children are learning successfully and are developing some independence skills.

2. Care and Development

Summary

Staff are caring, motivated, enthusiastic and responsive to children's needs. They keep children safe and promote good health. They know the children well and provide a good range of activities to help them to learn and develop. They manage behaviour well.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff understand the service's policies on health and safety and have the training necessary to keep children safe and healthy.

All staff held a relevant qualification in child care and they had attended training in paediatric first aid, food hygiene and safeguarding training. They knew what to do in case of an accident and who was responsible for addressing any concerns about a child. Each staff member is a key worker, responsible for a group of children. We saw that key workers kept records of children's progress, health needs and any allergies, up to date. The service is accredited with the Healthy Preschool Scheme and staff ensure that the snacks they provide are healthy. We saw that children were offered plenty to drink and a healthy snack and that staff were aware of children's food allergies and preferences. Staff also encourage children in good dental care each day as part of the Design to Smile scheme. To reinforce healthy lifestyles, children took turns to take Dewberry Dinosaur home and they had to confirm that he brushed his teeth, ate healthy food and did some activities. We heard staff giving safety messages such as *'be careful'*; *'don't run'* and they clearly explained the reasons for the warnings. We saw staff ensuring that children had washed their hands after using the toilet and before snack time.

Staff promote children's health and safety effectively.

2.2 How well do practitioners manage interactions?

Staff are good role models and use positive methods to manage children's behaviour.

We saw that staff set a good example by always asking politely and thanking the children when they were helpful. Staff listened to the children and gave them plenty of time to express themselves or make decisions. This created a relaxed and positive atmosphere where children enjoyed their play and learning. We heard lots of praise which reinforced good manners, such as *"thank you for sharing"*, *"Thank you for helping"*, *"Good listening"* and also *"Well done!"*, *"Da iawn!"*, *"Thank you!"*, *"Diolch"* and *"Good boy / girl"*. When there were minor disputes, staff made good eye contact with children and spoke calmly and clearly so that children understood the boundaries and what was expected. Staff effectively used quiet voices and routine songs to gain attention and cooperation from children. We saw that most children responded well; they sat quietly together for snack and registration and mostly listened to staff; which will help prepare them for school.

Staff manage behaviour well.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff provide a caring and nurturing atmosphere and know, understand and meet children's individual needs.

Staff worked very well together as a team. We saw that staff knew the children well and we saw that they monitored children's progress and also their expressions and body language to ensure that they were happy and settled. Staff sat and played alongside the children and helped them to develop language, creative, physical, emotional and co-ordination skills through games, songs, stories and activities such as crafts, puzzles and matching picture cards. Staff encouraged children to count and name shapes and colours. We saw that staff promoted an active lifestyle; they encouraged children to play outside every day and they used the large inside space for physical play such as action songs and dancing. We saw that staff provided children with opportunities to use and experience the Welsh language and we saw bilingual books and posters. We heard staff use Welsh words and phrases alongside the English versions during the session. We saw that children learned about the world and different cultures through toys, books, dressing up, activities and food tastings for celebrations such as Diwali and Chinese New Year. However, some opportunities to practise independence skills were missed at snack time because staff prepared everything and put it on the plates for children and poured their drinks for them.

Overall, staff promote children's play, learning and all round development well.

3. Environment

Summary

The service operates from a community centre that is shared with other groups. Leaders ensure that children are cared for in a secure environment which offers a variety of play and learning opportunities indoors and outdoors. Risks and hazards are identified and minimised or eliminated to ensure children's safety. Resources and furniture are suitable for the needs of the children.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Leaders ensure that children are cared for in a safe, clean and secure environment.

Leaders reminded staff about health, safety and hygiene at staff meetings and ensured they carried out daily checks on the premises, toys, equipment and the outdoor area, to keep children and staff safe. We saw that the entrance to the service was secure from unauthorised access. The external doors were kept locked and staff asked visitors to show proof of identity and to sign in and out. Leaders had ensured that the outdoor play area was securely fenced and that staff supervised children well when they played outdoors. Children could play outside safely as there was a covered area for all weather. We saw that up to date public liability insurance was in place. The accident and incident records indicated all minor issues that were typical of the age and stage of development of the children; and they did not raise any concerns about the safety of the premises. All areas, equipment, furniture and toys were clean and cleaning materials were locked away safely in the kitchen. Leaders checked that the local authority had tested electrical items and the heating system annually and kept the certificate on display. We noted that fire drills had been only been carried out annually.

Leaders keep the environment as safe as possible.

3.2 How well do leaders ensure the suitability of the environment?

Leaders create a stimulating environment for children to play, explore, learn and grow.

The community hall is light, airy and warm; with sufficient space for a good range of activities. Each morning, staff set up interesting play and learning areas. On the first inspection day, children were celebrating Children in Need day. Everyone was dressed in pyjamas or fancy dress and the play areas included drawing/ colouring Pudsey Bear and making Pudsey masks. We also saw jigsaw puzzles, a tuff tray set up with different coloured chinks, a home corner, dressing up, circle time and reading area with a book store and cushions, cars and garage, castle and figures, colour matching and construction. There were mats and cushions and low level tables and chairs to enable children to sit together and with staff alongside. Leaders had ensured that the play areas were well set out for children, with resources within easy reach to encourage choice and independence. Children had access to an outside area for physical and messy play; learning about nature and gardening activities. The layout of the building allowed children free-flow of indoor to outdoor play. Outside, children played together in a large play house, a mud kitchen and a

castle with a slide on the side. They enjoyed riding trikes down a ramp and scuttling through a play tunnel. Leaders provided two portable wash stands in the playroom so that children could wash their hands quickly before snack time. We saw that there were potties and a step up stool inside the toilet and by the wash basin to support children's independence. Leaders had also created a private nappy changing area near to the toilets.

Leaders make the best use of the premises to ensure the environment is interesting, stimulating, welcoming and suitable for the children who attend.

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

Children have access to a good range of toys and equipment.

Leaders provide a wide range of resources for children. During our visit, children played with a variety of toys and equipment which promoted their all-round development. We saw a good range of age appropriate play and learning resources, indoors and outdoors, including creative materials, role play toys, sensory and musical toys, construction and also toys and books reflecting diversity and a multi-cultural society. Resources were available in sufficient quantity to support the different themes and to ensure children had choice and could play together or independently. The toys and equipment were clean and in good condition and we saw that leaders had systems in place to check and replace toys and equipment that were no longer suitable or in good working order. Leaders showed us photographs of previous displays and activities, which reflected the playgroup's themes and the range of activities.

Leaders provide a good range of resources and equipment, inside and outside, and ensure they are well maintained.

4. Leadership and Management

Summary

Leaders are motivated to provide a good service and they ensure that the playgroup is properly staffed to meet the needs of children. There is a satisfactory system to monitor and review the quality of the service they provide. Leaders have good partnerships with parents and provide them with information and updates on the service. Improvements are needed in relation to policies and procedures and record keeping.

Our findings

4.1 How effective is leadership?

Leaders aim to comply with the regulations and the national minimum standards to ensure the service meets children's needs.

Leaders reviewed their policies and procedures annually and we saw that they were easy to understand and focused on children's needs and well-being. We saw that the leaders were very approachable and good role models as they worked 'hands on' with other staff. The records we looked at were stored securely and mostly maintained to a satisfactory standard. There were thorough staff recruitment practices and the records contained most of the required information to evidence this, including current Disclosure and Barring Service (DBS) checks for all staff. Leaders ensured that contracts and various permissions forms were agreed and signed by parents before their children started attending. The children's records contained relevant information about children to enable staff to provide good care. The statement of purpose included the aims of the service and the activities on offer. However, it did not contain all the information required under Regulation 15 and National Minimum Standard 1 (NMS 1). For example, it did not include the number of children; range of needs; opening hours; routines; languages used or the terms and conditions (although most of this information was in a separate 'Parent Information' leaflet). The complaints policy and procedure met NMS 19, but it did not meet all the requirements of the regulations. The behaviour management policy did not reflect all the methods used by staff and there was a reference to 'babies' under two years who do not attend this service.

Overall leadership is satisfactory.

4.2 How effective is self evaluation and planning for improvement?

Leaders seek parent and staff views as part of their self-evaluation process. They also observe children to plan for improvements at the service.

Leaders used a variety of methods to collect information about the quality of the service. Staff observed pre-verbal children in their play and discussed the children's likes and dislikes with them, to learn how they could improve their service with the children's views in mind. During the inspection, we saw that staff were responsive and changed activities to meet children's needs and preferences. Leaders consulted with parents regularly through informal discussions when they collected their children and also through annual evaluation questionnaires. The responses to questionnaires showed that parents were very satisfied with the service. Parents told us that they could discuss any issues as they collected their

children and that staff were always supportive and approachable. Leaders collated the feedback in annual reports on the quality of care, which outlined the achievements of the service and reflected the views of children, parents and staff. We saw that leaders had responded positively to all recommendations made following visits by Flying Start and Healthy Preschool but they had not included these improvements in the annual review.

Leaders continually evaluate the service and plan effectively for improvement.

4.3 How effective is the management of practitioners, staff and other resources?

Leaders ensure that there are sufficient numbers of staff available for the children attending and that the activities meet children's needs and preferences.

Leaders ensured that toys and equipment were in good condition; age appropriate and that they were checked, cleaned and replaced regularly. We saw that leaders used staff and resources effectively and that they worked alongside staff to meet the children's needs. Our observations and the records we saw evidenced that the leaders ensured staffing ratios always met or exceeded the minimum standards. Staff said that they were well supported and they had good opportunities to develop their skills and interests. Records showed that the leaders had ensured the staff team had the required core training as well as additional training to meet the needs of children, such as Autism, Downs Syndrome, Speech and Language and Moving and Handling. Staff said that they met with leaders each day to plan suitable activities; that they enjoyed their work and were well managed and supported. Leaders said they aimed to carry out six monthly supervisions and annual appraisals. However, two staff files showed just one supervision session over the last year. Staff recorded children's attendance each day in a register; however, they did not record the actual times of arrival or departure.

Overall, leaders effectively manage the staff and resources.

4.4 How effective are partnerships?

Leaders and staff have good relationships with parents and other professionals.

Leaders and staff worked closely with parents to meet children's needs and to keep them informed of their child's progress. We saw friendly discussion between the staff and parents when they collected their children. Leaders told us that this was how parents were kept informed of any developments at the service as well as through newsletters, a notice board in the entrance and a Facebook page. Leaders and staff also have good links with the local school, which eased children's transition; and with other professionals such as a health visitor, speech therapist and educational psychologist through the Flying Start Scheme. Parents told us they were very happy with the service provided for their children and that the service communicated well with them. They described staff as '*lovely*', '*friendly*' '*welcoming*', and '*happy*'. They said that their children "*love it*" and are "*doing really well*", and '*have come on great*' since attending.

Leaders have developed effective partnerships with parents and other professionals which benefit the children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

We notified the responsible individuals that the service was not compliant with the regulation relating to:

- The Statement of Purpose [Regulation 15(1)]: because the statement of purpose does not contain all the matters listed in this regulation. We have not issued a non compliance notice on this occasion as there was no significant impact or risk to children and we expect leaders to take action to address this.

5.3 Recommendations for improvement

We recommended that leaders:

- Include in the statement of purpose details of the responsible individuals, persons in charge and all the information listed in National Minimum Standard 1.2;
- promote opportunities for children's independence at snack time;
- record the actual times children arrive and leave, where these are outside of normal hours;
- ensure that staff have regular, recorded supervision sessions as stated in the policy;
- ensure that records of health declarations and DBS updates are kept on staff files;
- carry out fire drills at least every six months, with records kept;
- review the behaviour policy and procedure to ensure it is relevant to the service and includes all the methods used;
- review the complaints policy and procedure to ensure it includes details of concurrent investigations;
- ensure that the change of name to Care Inspectorate Wales (CIW) and new email address is reflected when policies and documents are next reviewed; and
- include in the quality of care report how you have addressed requirements and recommendations made by other agencies to improve the service.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

One inspector made an unannounced visit to the service on 16 November 2018 and was present for most of the session. We arranged another visit for 19 November 2018 to view records;

- we spoke to children, five parents, four staff, a person in charge and a responsible individual;
- we observed children and staff indoors and outdoors;
- we observed two children using the SOFI-2 tool to capture evidence of children's engagement and the care provided by staff;
- we inspected the hall, outside play area and other areas used by the playgroup, including a store room, the kitchen and toilets;
- we looked at the last CIW inspection report;
- we looked at a sample of documentation and policies including children's records, staff files, the registers, visitor records, the statement of purpose, the quality of care report for 2017, accident records, policies and procedures; and
- we gave feedback to the responsible individual after the inspection on 19th November 2019.

Further information about what we do can be found on our website:

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Lisa Dobbs Alison Lester
Person in charge	Nicola Abraham Gemma Jackson
Registered maximum number of places	28
Age range of children	2 – 4 years
Opening hours	9am – 12pm Monday - Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	5 November 2015
Dates of this inspection visit(s)	16 + 19 November 2018
Is this a Flying Start service?	No – but the service provides Flying Start places
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	No - This is a service that is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort in promoting the use of the Welsh language and culture.
Additional Information: We saw a good range of bi-lingual posters and books and we heard a lot of incidental Welsh as staff incorporated Welsh language and songs into activities with children.	