



Childcare Inspection Report on

Afan Playgroup

**Cymmer Afan Primary School
Margam Street
Cymmer
Port Talbot
SA13 3EE**



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Description of the service

Afan Playgroup provides sessional care for up to 21 children between the ages of two and three years old under the Flying Start umbrella. The service was registered in June 2015. The session operates during term time only, from 9:15am to 11.30am Monday to Friday. Mrs Cathryn Evans is both the registered person and the person in charge. The service is primarily run in English although the Welsh language is also incorporated.

Summary of our findings

1. Overall assessment

Children attending the playgroup are happy and engaged in their play. Children are developing their independence and are very familiar with the routines of the service. The service has a team of staff members who have worked together since the playgroup opened.

2. Improvements

The provider has complied with all of the recommendations made following the previous inspection, promoting children's independence, fully recording information around fire drills, using the visitor's book effectively and using Welsh signage throughout the playgroup.

3. Requirements and recommendations

We identified that the registered person was not compliant with the regulation in relation to the registered person's suitability: her Disclosure and Barring Certificate had expired in April 2018. During the inspection, the registered person contacted CIW to request the required forms to undertake a new DBS check and confirmed that she had received the form for completion by e-mail later that day. Therefore, we have not issued a non-compliance notice on this occasion.

We made three recommendations under the care and development, leadership and management and environment themes concerning additional documentation required.

1. Well-being

Summary

Children are very happy; they settle quickly and have opportunities to make choices about their play. They experience a good range of interesting activities that promote their development. Children experience very warm and caring relationships. They are learning to interact and to cooperate with each other and with staff.

Our findings

1.1 To what extent do children have a voice?

Children express their views and needs in a variety of ways and they are listened to.

Children have a voice and are listened to. They confidently move from one play area to another and express their views very well. We saw children with limited or no speech make their wishes known by pointing to items. Children asked for more and different coloured blocks when they were playing with sand in the messy play area. Children chose their snacks from a fruit platter and decided whether they wanted any. Children clearly said “no” to anything they did not want, for example, some children did not want any kiwi but others did not want strawberries. Others confidently asked for second helpings if they liked it. Children have free play opportunities; they chose to play in the sand pit, with construction blocks and to look at books in the home corner and role-play in the kitchen area. Free flow to the outdoor area was limited because there was no access to the playground from the rear of the classroom. However, when asked after snack time if they wished to play outdoors children confidently said yes.

Children have a strong voice.

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

Children are forming friendships and are relaxed and comfortable

We saw children receiving cuddles from staff and being supported when they were upset. Parents told us that the settling in procedure had been on the child’s terms and that they were allowed to stay as long as they felt the need too, with their child until they were happy and settled. We saw that children had very good bonds of affection with the staff caring for them. We saw that children were very familiar with the routines and the environment, happily going to the toilets to wash their hands before snack time. They were at ease and relaxed with the staff. Children interacted well with each other and with the staff.

Children enjoyed telling us their names, how old they were and what they were doing. One child told us that they had enjoyed playing in the kitchen and came over with a cup and plate to give us cake

and tea they had made. Parents told us that their children enjoyed attending the playgroup. We saw children confidently approach staff for cuddles and reassurance or to ask for help when they needed it. One child told a staff member, “this colour is blue” to which the child was praised with “how clever, well done”.

Children feel valued, safe and happy.

1.3 How well do children interact?

Children interact well and are learning the importance of sharing and turn taking.

Children played well together. They busily played with the selection of resources available, such as construction blocks and dolls. Some children were looking at books in the home corner, while others were enjoying playing in the sand and others sat at a table colouring. We saw children sharing items, for example, one child shared a box of crayons and others the bucket of construction blocks. We saw good teamwork, where children worked well together and helped each other to clear away the musical toys before snack time. Children’s behaviour was very good, although there were some minor disputes about taking turns. We saw some children having difficulty with sharing items but they responded positively when staff intervened to support them and resolved the situation with ease. We saw one staff member engage well with a child playing alone; encouraging them to interact and play and they were inclusive and encouraging to them. Most children took turns and shared the toys well.

Children interact well with each other and with staff.

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

Children are active, curious and engaged in their play. They enjoy free play and are eager to show or talk about what they have been doing.

Children thoroughly enjoy their time at the service. They had plenty of choice and freely moved around their play areas and activities. They particularly enjoyed outdoor play, running around the playground, playing on the gym equipment, riding trikes on the road area and running in and out of the playhouse. Children had access to numerous play resources such as craft activities, role-play items, dolls and buggies, books, items for messy play, construction toys and play dough. We saw children chatting and playing alongside each other in the kitchen area and with the staff. We heard lots of giggling, laughing and singing.

Children enjoy their play and learning experiences.

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

Children have very good opportunities to learn and become independent.

Children take part in various age appropriate activities. They helped to tidy up the musical instruments after their music session and put all the construction blocks back in the boxes. They visited the toilets and washed their hands with some support from staff. Children called out numbers and colours in the craft session and independently answered questions. We heard Welsh words and songs throughout the inspection. Some children had opportunities to serve themselves snacks and to pour their water or milk. We also saw children clear the table, placing their plates and cups in a washing up bowl and washing them when they were finished. Children also helped with the recycling after snack time and called out the colours of the bins to identify the correct ones. When it was time to go home children attempted to put their own coats and backpacks on.

Children are learning, developing very well, and are becoming more independent.

2. Care and Development

Summary

Staff are motivated and consistent in supporting children's development and in keeping them safe and healthy. They have a very good understanding of the children's individual needs and work together effectively. They have knowledge of the service's policies and procedures including safeguarding. Play and development is planned to ensure that children have appropriate opportunities. Staff responded well to all children and especially those with additional needs. They manage behaviour very well and provide a range of activities to enable children to play, learn and develop.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff follow a range of policies and procedures that keep children safe and healthy.

All staff have current safeguarding training and clearly understand the procedures for making referrals and who is responsible for this as it is set out in a flow chart. We saw staff following safe hygiene procedures by supervising children washing their hands before snack and after using the toilet and wearing aprons and gloves when preparing food for the children. We saw staff follow correct nappy changing procedures, which included wearing an apron and gloves and sanitizing the changing mat on the new baby changing station afterwards. Staff promoted tooth brushing and 'busy feet' activities; they supervised each area well and ensured that children were well supported. Staff gave children safety messages, for example to sit down when eating their fruit and encouraged children to wash their hands after messy play. Staff provided children with healthy snacks of a selection of fresh fruit and milk or water. These were alternated with bagels, toast and breadsticks on other days.

Staff told us they ensured children were physically active with daily outside play and had wet weather clothing to enable this.

Staff are committed to keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff model good behaviour and use positive methods to manage interactions.

Staff manage interactions very well. We saw staff engage with children, chat to them respectfully and praise them at every opportunity for the efforts and achievements. We heard the words "amazing" and "how great" and "well done". We also heard staff praise the children for their good manners and for helping to clear away toys and the musical instruments before snack. Staff sat at the children's level on the floor or at the tables and

used appropriate language to communicate with the children. Staff intervened when children wanted the same toys, they gave children explanations, used distraction methods and ensured that they took turns and were “kind to their friends”.

Staff are strong at managing interactions.

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

Staff provide a fun and nurturing atmosphere. They know the children well and meet their individual needs.

Staff joined in with children’s play. We heard lots of laughter, and children were having fun. Staff created objects in the sand tray alongside children, sang with them, played musical instruments and enjoyed outside play with them. Staff encouraged children to do things for themselves, such as washing and wiping their hands, pouring their milk or water, putting their coats on and finding aprons to wear during craft activities. Staff knew the children and their preferences, communicated well with them and were able to notice cues from the children who were not yet verbal. Staff maintained comprehensive assessment records, which identified children’s individual needs and used the assessments to set targets and plan for the next stages of development and transition to nursery school.

Staff promote children’s play, learning and development very well.

3. Environment

Summary

Children are cared for in a safe and very stimulating play environment. They have access to a wide excellent range of resources indoors and a secure spacious outdoor play area that has a number of different areas for children to enjoy.

Our findings

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

The leader ensures that children are cared for in a safe, clean environment and that any unnecessary risks to children are identified and reduced or removed.

The premises were safe and secure and we were asked to sign a visitors' book upon arrival and departure. Staff members completed risk assessments on a daily basis and reviewed these formally every three months. Fire drills were carried out regularly and logged by leaders; the last one took place on 26 June 2018. We saw good hygiene practices, tables were cleaned between activities, staff wore aprons and gloves for food preparation and nappy changes and all staff were familiar with cleaning routines. The leader told us that there were annual tests for heating equipment and portable electrical appliances but this was carried out by the school and no certificates were available for inspection.

The leader is committed to providing a very safe, clean and secure environment for the children.

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

There is sufficient space and facilities to meet the needs of the children.

The leader ensures there is sufficient space for the children to play. The playroom is arranged into areas of learning with stimulating learning resources, for example craft area, messy play area, reading corner with bookcase, cushions and sofa for quiet times, dressing up area and a construction area. Children have access to a safe and secure outdoor play area, which has also been set up into different areas for play. There are large planters where children had enjoyed growing vegetables and they picked the last of the courgettes whilst we were present. There is an outdoor stage as well as gym equipment, mud kitchen, and a tarmacked area set out as a road where children enjoyed the ride on toys but also practiced road safety. Children enjoyed some outdoor play after snack time. The room is very well decorated, child focused and there are suitable tables and chairs that were set up to ensure snack time and learning was a sociable occasion.

Leaders ensure the environment is stimulating and suitable for children's learning.

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

Leaders ensure that children have access to a good range of quality resources.

Children have access to furniture and equipment that is appropriate for their ages and needs. There is a wide selection of both English and Welsh books available in the home corner. Other resources include farm animals, cars and a road mat, blocks, stickle bricks, construction blocks, dressing up clothes, musical instruments, kitchen area for role-play and a good selection of matching games and jigsaws. Leaders told us they had equipment stored in the new shed for outside play and included gardening materials, large blocks, balls, ride on bikes and scooters. They were of good quality and cleaned regularly

The leader ensures there is a well-organised selection of good quality resources and equipment.

4. Leadership and Management

Summary

The leadership at the playgroup is very effective. The service meets the national minimum standards and regulations. Staff recruitment and management is effective, staff are well trained and training plans are in place.

Our findings

4.1 How effective is leadership?

The registered person in charge oversees the management of the nursery ensuring that effective policies are in place and staff are appropriately managed?

The standard of record keeping is high; policies and procedures were reviewed in May 2018, and the registered person confirmed these were discussed at staff meetings. Staff signatures on the policy file also confirmed this. The registered person was open, friendly, caring and approachable and praised good practice. We viewed a sample of child record forms and parental contracts and found them to be in line with regulations. The statement of purpose provided an accurate picture of what the service currently offered.

Leadership is effective.

4.2 How effective is self-evaluation and planning for improvement?

The registered person evaluates the service. She is keen to obtain feedback and to improve the service provided.

There is a very effective self-evaluation system in place, which includes questionnaires for feedback from parents, children and external agencies. The registered person was in the process of compiling a quality of care report for this year. We saw some completed questionnaires and comments such as *'my child loves every minute of coming to the playgroup and has developed well'*. A child's response said *'thank you for helping me grow and move onto the next stage of my learning'*. Parents we spoke to told us that they were happy with the service and confirmed that their children's development had progressed very well. The Flying Start coordinator stated *'Afan playgroup is a well-run, happy and stimulating place to learn and develop'* and the Head of Nursery in Cymmer primary school said *'Cathryn is very knowledgeable and is always on hand to ease children's transition into the nursery'*.

The registered person reviews the service regularly to plan and make improvements. Self – evaluation is very effective.

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

The registered person ensures that all staff working at the playgroup are well qualified, experienced and have access to ongoing training to improve their knowledge.

We viewed all staff files and found that there is a robust and thorough recruitment and induction system. Staff confirmed they received induction training and regular one to one sessions and we saw records of annual appraisals, which identified any training that required updating and also developmental training. Staff told us they felt fully supported and they enjoyed working at the playgroup. There is a system in place to ensure that any staff training that needed updating is identified in good time to ensure nobody was in a situation where mandatory training was out of date. Discussion with staff and completed staff questionnaires confirmed the registered person was visible and approachable and they felt well supported. Staff are qualified to appropriate levels and training and development is promoted. Staff had attended numerous training courses including speech and language, Forest school, understanding diversity and inclusion, behaviour management, manual handling and core training. Disclosure and Barring Service (DBS) checks for staff were in date, however, the DBS certificate for the registered person had expired.

Management of practitioners, staff and other resources is generally efficient.

4.4 How effective are partnerships?

The registered person and staff work with parents to identify children's needs and to keep them informed about their children's progress and well-being. They have good partnerships with the community and the school.

We found that information is shared with parents through regular informal verbal discussion as well as termly newsletters. We saw the newsletter that was being sent home with children that day. Parents we spoke to told us that the service was invaluable and that their children enjoyed attending. The person in charge told us that they had plans for children to visit the nursery class they would be joining to help with the transition process to school.

The registered person told us that outings had included a visit to Folly Farm, Cimla Equestrian centre and Aberafan beach. The Christmas trip was already booked to Wiggleys Farm and information on the date, transport arrangements and cost was included in the latest newsletter.

The service has established good partnerships with parents, the Flying Start development officers, the school and local community.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

5.2 Areas of non-compliance from this inspection

None

5.3 Recommendations for improvement

We notified the registered person that she was not compliant with Regulation 3 of the Child Minding and Day Care (Wales) Regulations 2010 because her Disclosure and Barring Certificate expired in April 2018. We have not issued a non-compliance notice on this occasion because during the inspection, the registered person contacted CIW to request the required forms to undertake a new DBS check and she later confirmed that she had received the required form by e-mail later that day.

We recommended that leaders:

- Provide a policy on the use of IT and social media in the playgroup ;
- ensure copies of the service of all electrical installations and PAT testing are available for inspection and
- when next reviewing documentation change any reference of CSSIW to CIW.

6. How we undertook this inspection

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

- One unannounced visit was carried out by one inspector on 19 September 2018 for a total of three and a half hours;
- we had discussions with staff, children and the person in charge;
- we looked at staff files, children's files, policies and procedures, risk assessments, accident logs and planning documents;
- we gained feedback from three parents during discussions on the day;
- we considered feedback from the Flying Start Early Years development officer;
- we read information about the service held by CIW including the self-assessment of service statement (SASS) and previous inspection reports and
- we gave verbal feedback at the end of the inspection.

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

www.careinspectorate.wales

About the service

Type of care provided	Childrens Day Care Sessional Day Care
Registered Person	Cathryn Evans
Person in charge	Cathryn Evans
Registered maximum number of places	21
Age range of children	2-3 years
Opening hours	9.15am – 11.45am Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	17 September 2015
Dates of this inspection visit(s)	19 September 2018
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of children who use or intend to use their service. We recommend that the child minder considers Welsh Government's 'More Than Just Words' strategic guidance for Welsh language in social care.
Additional Information:	