



Childcare Inspection Report on

Cynfran Playgroup

**Ysgol Cynfran
Dolwen Road
Llysfaen
LL29 8SS**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Cynfran Playgroup's responsible individual is Jennifer Haven and the person in charge is Andrea Knight. The service is located in Llysfaen village situated on Mynydd Marian Hill between Old Colwyn and Llanddulas villages in Conwy and operates from a cabin on the site of the local school Ysgol Cynfran. It is registered to care for a maximum of 19 children under the age of 12 years. The opening hours are 8:30 am – 15:00 pm (full day session), 8:30 am – 12:25 pm (morning session) and 11:30 am – 15:00 pm or 13:00 pm – 15:00 pm (afternoon session). The service does not provide the Welsh Language 'Active Offer' and operates through English with basic Welsh being spoken. The service offers Flying Start which is a Welsh Government funded Programme and is available in targeted areas supporting all families to give 0-3 year olds a Flying Start in life. The service offers Early Years Education provision and is therefore also inspected by Estyn.

Summary of our findings

1. Overall assessment

Children are settled and contribute to ideas for themes and topics. Staff have a friendly approach to care giving. The indoor environment is child-centred and brightly decorated. The service shares the school outdoor play facilities and work is being undertaken to create a specific enclosed play area for children attending the playgroup.

2. Improvements

Leaders have successfully gained funding to build toilets and hand washing facilities inside the cabin meaning that children do not have to be escorted to use the school's facilities. They have also utilized funds to create an enclosed grassed play area for children. They have introduced a drop-in coffee morning for parents once a month as a means to improve engagement.

Since the inspection the responsible individual has sent photographs to evidence that the children's cloakroom and outside entrance have been tidied and have sent an amended safeguarding policy.

As the responsible individual was not available for feedback on the day of the inspection, a meeting has taken place to provide this.

3. Requirements and recommendations

We have made recommendations in relation to activities, safeguarding policy, reviewing fire drill procedures, children's cloak room and entrance environment.

We found that the service did not meet legal requirements relating to risk assessment and recording children's attendance. We found that this did not affect the care of children so did not issue a non compliance notice. We have brought these areas for improvement to the attention of leaders.

1. Well-being

Summary

Children are confident to speak up about what they want to do. They approach staff with ease and are familiar with the daily routines. Children are learning to co-operate and take turns. They are able to explore their environment freely and make choices. Children are developing their independence appropriately.

Our findings

1.1 To what extent do children have a voice?

Children are confident to speak up.

We heard children during circle time telling staff what activities they would like for the following week. One child said *'I want to do Norman the snail again'* and this request was placed on the planning list. Children were confident communicators and they asked us questions about what we were doing. They had choice and freely explored their play area. At snack time we heard children making requests for more drink or toast and this was given to them without question.

Children are being provided with care enabling them to make requests with confidence and they know they will be listened to.

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

Children have settled well and approach staff with confidence.

Children were praised with positive language and approached staff with ease. We saw a child holding a staff member's hand as they wanted them to walk with them to the toilet. Children were developing relationships and forming friendships with one another. Some of the younger children required additional reassurance and would have benefitted from a quicker response from staff to be comforted before lunch time to feel settled. They were familiar with the daily routines and knew when to tidy up in preparation for snack time and other activities.

Most children feel safe, happy and valued but further consideration should be given to reassuring younger children in a timely manner to avoid them becoming unsettled.

1.3 How well do children interact?

Children are learning to co-operate and take turns.

We saw two children having a disagreement over the use of the camera. They were asked by staff to help one another to take pictures of their friends and to share, which they did. Children respected their toys and resources and co-operated well with staff when asked to tidy up. During snack time children were polite and demonstrated good table manners and

social skills. We saw children, after meal times and craft work, helping staff to clean the tables.

Children are being provided with support and encouragement enabling them to interact positively with one another and staff.

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

Children are able to explore their environment freely and make choices.

Children enjoyed squeezing paint from the bottle onto a paper plate. They experimented with mixing colours and naming the colours they had made in Welsh and English. One child immersed their hands to mix the paint and laughed as they held their hands up to show staff, who acknowledged the child positively. They enjoyed playing educational games on the interactive tablets. For example, one child sustained appropriate amount of concentration as they played a matching shapes game and clapped to themselves in excitement when it was correct. Children had fun trying to fish with small nets for mini beasts in the water tray. They showed us the creatures and named them as they caught them. Some children enjoyed construction, we saw them taking care to build a high tower and one child built a wheel out of magnetic wooden shapes. The child showed us how the wheel rolled as they placed it on the activity table. They were animated as they sang different songs and rhymes related to insects and enjoyed the actions.

Children are provided with opportunities to have fun as they develop their play and learning.

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

Children are developing independence to help them complete tasks for themselves.

Children were seen accessing the toilets and hand washing facilities on their own. One child showed us how they used the hand pump of the liquid soap and dried their hands with the paper towels provided. They showed us how they cut up fruit in preparation for snack and how they laid the tables. Children were confident to pour their own drinks and did this with limited support. They wiped their own noses and placed the tissue in the bin. Younger children were provided with the necessary support to achieve this. Children were learning about re-cycling and were confident to independently place their rubbish in the correct bin.

Children are being provided with care supporting them to develop their independence confidently.

2. Care and Development

Summary

Staff are promoting healthy practices. They manage interactions with a gentle approach. Staff facilitate suitable activities to promote children's learning and development.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are promoting healthy practices.

Staff had current paediatric first aid certificates to ensure they would be able to appropriately administer emergency first aid or deal with medical issues that may arise.

When we questioned staff about safeguarding they told us the correct procedures they would follow if they had concerns about a child in their care. We heard staff encouraging children to wash their hands before eating and after messy play. We did not see staff changing a nappy but asked them to talk us through the steps they would take. This was in line with Public Health Wales guidance. Staff had conducted and recorded regular fire drills but their fire evacuation procedure did not meet legal requirements as not all children had been accounted for. Leaders need to address this issue and ensure children's attendance is recorded accurately. They facilitated a fun tooth brushing activity to promote the importance of oral health and encouraged children to eat healthily and play outside in the fresh air.

Staff promote healthy practices to keep children healthy but current fire drill practices need to be reviewed to ensure all safety procedures have been followed.

2.2 How well do practitioners manage interactions?

Staff manage interactions with a gentle approach.

Staff work in line with the service's behaviour management policy and are gentle in their approach in managing children's interactions. They teach children about co-operation and turn taking in a friendly and supportive manner. Staff were attentive towards children and demonstrated positive reinforcement throughout the day.

Staff positively promote the importance of sharing and co-operation when managing children's interactions.

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

Staff facilitate suitable activities to develop children's learning and development.

Staff implement the principles of the foundation phase curriculum to create defined learning areas for children to follow their interests. We saw staff delivering a maths activity by using strands of spaghetti to represent worms and children were asked and supported to measure each 'worm' and were asked questions about length. They used hand puppets to bring story time to life and children enjoyed being able to take turns to hold them as the story was read. Staff encouraged children to practice their fine motor skills and provided an

activity where they used a scissor scoop to pick up different plastic mini beasts to place in the correct labelled container. During this activity staff were tracking children's progress on an observation sheet. These were shown to us and they were found to be current and updated. Staff told us the information would be transferred to children's individual profile books. We observed children did not always have time to complete their activity. We suggested consideration should be given to ensure sufficient time is available so children are able to finish their task. This will enhance their focus and sense of achievement in its completion and enable staff to take their time over explanation. Staff promoted basic Welsh throughout the session but need to make sure they are using the correct Welsh words.

Staff provide children with suitable activities to aid learning and development. Consideration could be given to increasing the intervals for each activity to enable children to develop their concentration.

3. Environment

Summary

Leaders ensure most areas of the premises is safe but not all hazards have been identified and eliminated. There is sufficient space and facilities to meet children's needs. Leaders have ensured children have access to developmentally appropriate play and learning resources and are available in sufficient quantity.

Our findings

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

Leaders ensure most areas of the premises is safe but not all hazards have been identified and eliminated.

Leaders had ensured there was a system to manage access into the premises and a record of visitors kept. They had completed written risk assessments but we found potential hazards in the kitchen area which had not been identified, for example, some sockets were overloaded, a toaster had been placed underneath a notice board and owing to toast burning it triggered the fire alarm. The kitchen area also required cleaning and tidying up. We have brought these areas for improvement to the attention of leaders.

Leaders ensure most areas are safe but potential hazards have not been appropriately identified, and steps taken to reduce or eliminate them.

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

Leaders have ensured there is sufficient space and facilities to meet children's needs.

Leaders had ensured the lay out of the indoor play area promoted children's independence and was child-centred. They had ensured children could access toilets and hand washing facilities independently. Leaders had created an area for children to access their personal belongings and provided them with individualised coat pegs. This area was however, cluttered with unrelated objects. The person in charge told us this was a temporary storage solution owing to building work taking place in the outdoor play area. We recommended that the person in charge finds an alternative storage facility so children can access their personal belongings with ease during this time. The indoor environment is brightly decorated and offers children suitable play opportunities. The service shares the school facilities and they were able to organise outdoor play on the school field while the work was being undertaken.

Leaders have ensured the environment is child centred but the children's cloakroom requires de-cluttering to ensure children can access their personal belongings with ease.

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

Leaders ensure resources and equipment are age appropriate.

Leaders had ensured children could access developmentally appropriate play and learning resources and these were available in sufficient quantity, for example, plastic and wooden construction, treasure baskets filled with sensory and natural materials to enable them to practice using their senses, craft materials, water and sand equipment. Displays promoted cultural awareness, for example, children had made and painted daffodils to celebrate St David's day and made colourful lanterns and pictures to celebrate Diwali and Chinese New Year. There were photographs of food from around the world and pictures of the local area. This helped towards teaching children about the world around them and to become more aware of their own community. Books were attractively displayed and related to the current topic being explored. Furniture and equipment was age appropriate and leaders had provided bi-lingually labelled, low level storage to enable children to have easy access to toys and resources.

Leaders provide resources that help children to practice using their senses, become more aware about their wider society and develop their learning about the chosen topic with interest.

4. Leadership and Management

Summary

Leaders manage the service appropriately. This was the first inspection since registration and leaders are planning towards writing a report to review the quality of care. Leaders manage staff and resources acceptably and they have built positive partnerships with parents and the school.

Our findings

4.1 How effective is leadership?

Leaders manage the service appropriately.

Leaders have a sense of purpose and are working positively to make improvements to ensure better outcomes for children. They have made sure policies and procedures are in place and these are being implemented in practice. We highlighted to the person in charge that some of the safeguarding agencies contact details were incorrect in the policy and we recommended this is amended. Leaders have built a team who work well together and are supported to do their best. The statement of purpose provides a clear picture of what the service offers, this helps parents to make an informed decision about the care provided.

Leaders are focusing on making improvements and are managing the service with commitment.

4.2 How effective is self evaluation and planning for improvement?

This was the first inspection since registration and leaders are planning towards writing a report to review the quality of care.

Leaders told us they had a system in place to draw on the comments and views of all those using the service. This will help them to identify what the service does well and what further improvements are required to secure outcomes for children. We saw templates for obtaining children's views and also suggestions made by staff for improvements. One member of staff suggested key workers for each child and also introduction of education activities which children could take home with them to complete with their parents. We saw evidence that this had been implemented.

Leaders are planning towards the evaluation of the service and have a system in place to do this.

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

Leaders manage staff and resources acceptably.

Leaders have ensured staff and a volunteer understood their roles and responsibilities and had appropriate child care qualifications. They had a system in place to conduct and record supervision and appraisal highlighting any training, developmental or personal needs of

staff. They had made sure staff had completed an induction programme and their suitability checks were current as was their training in safeguarding and paediatric first aid.

Leaders are managing staff and resources appropriately and providing them with suitable support.

4.4 How effective are partnerships?

Leaders have built positive partnerships with parents and the school.

We spoke to five parents and they told us their children were happy and enjoyed attending. One parent told us they are regularly updated about what's going on through the service's Facebook page. Another parent told us the service offers a monthly drop in coffee morning to help with getting to know parents, which they thought was a good idea. Another parent stated that their child has "*come on in leaps and bounds*" since attending. Leaders told us they gain positive support from the head teacher which has helped towards introducing children to school staff and the canteen environment which prepares them for their transition to school. Leaders have achieved funding from community based schemes to make improvements to the indoor and outdoor environments which has been helpful to secure improved outcomes for children.

Leaders at Cynfran Playgroup work well with all those using the service enabling children's experiences to be varied in supporting their play and learning.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

This is the first inspection since registration.

5.2 Areas of non compliance from this inspection

We informed leaders they were non-compliant with the following regulations:

- **Regulation 30 of *The Child Minding and Day Care (Wales) Regulations 2010* (“the 2010 Regulations”): Keeping Records:** leaders were unable to evidence children’s attendance was recorded accurately during a fire drill procedure.
- **Regulation 25 (a) of *The Child Minding and Day Care (Wales) Regulations 2010* (“the 2010 Regulations”): Hazards and Safety:** leaders were unable to evidence that all hazards in the kitchen area had been identified and eliminated.

We did not issue non compliance notices as we did not find evidence, on this occasion, that this had an impact on the welfare of children. These matters must be addressed.

5.3 Recommendations for improvement

Leaders should consider;

- Reviewing the fire drill procedure;
- reassuring younger children in a timely manner to avoid them from becoming unsettled;
- encouraging staff to take their time during delivering activities to allow them to explain the task clearly and give children the opportunity to fully engage and sustain concentration before moving on to the next activity;
- amend the contact details for agencies in the safeguarding policy and
- de-cluttering the foyer to ensure children can access their personal belongings with ease.

6. How we undertook this inspection

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

Two inspectors visited the service on Friday 04 May 2018 from 9:16 am – 11:45 am and 12:30 pm – 16:25 pm.

We:

- Inspected a sample of documentation, policies two staff files, one volunteer file and three children's records;
- observed practice but were unable to complete our observations using the SOFI2 tool owing to children wanting to engage with us;
- inspected the areas used, toys and resources;
- spoke to children, staff, person in charge and five parents and
- provided feedback to the person in charge and two staff members. The responsible individual was unable to attend.

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 Full Day Care
Responsible Individual	Jennifer Haven
Person in charge	Andrea Knight
Registered maximum number of places	19
Age range of children	Under 12 years.
Opening hours	Monday – Friday (during term time): Full day session: 8:30 am – 15:00 pm. Morning session: 8:30 am – 12:25 pm. Afternoon session: 11:30 am – 15:00 pm or 13:00 pm – 15:00 pm.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection since registration.
Dates of this inspection visit(s)	04 May 2018
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	This is a service that 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 the service. We recommend that the service provider considers the Welsh Government's ' <i>More than Just Words follow on strategic guidance for Welsh language in social care</i> '. <i>More than Just Words follow on strategic guidance for Welsh language in social care</i> ".
Additional Information:	The service will be inspected by Estyn.