



Childcare Inspection Report on

Pentredwr Under Fives Playgroup

**Ysgol Maes y Mynydd
Pentredwr
Rhosllanerchrugog
Wrexham
LL14 1DD**



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Description of the service

Pentredwr Under Fives Playgroup operates from dedicated rooms within Ysgol Maes y Mynydd. It is situated within a residential area of Rhosllanerchrugog, Wrexham and is registered to provide care for up to 19 children under the age of 12. The service is currently open from 08:00 a.m. – 09:00a.m. for breakfast club and from 09:00 – 11:30 Monday to Friday during term time. The registered organisation is Pentredwr Under Fives Playgroup who have nominated Mrs Tracy Selby as the Responsible Individual and person in charge of the day to day management of the service. The service is provided through English with frequent incidental Welsh. The service is not currently working towards the Welsh Language ‘Active Offer’. This service provides education for 3 year olds (Foundation Phase) and is also inspected by Estyn.

Summary of our findings

1. Overall assessment

Children are happy, well cared for and have their needs met at this service. They are cared for by staff who are experienced in the delivery of childcare and who keep their knowledge up to date with frequent relevant training. The environment is purpose built and designed in a way which meets the needs of the children attending. It is laid out in line with the Foundation Phase principles which help to promote children’s learning through play. Leadership have a secure understanding of regulatory requirements and have processes in place to ensure compliance with these. Leaders are a visible and active part of the service and encourage joint working which has helped to build a strong staff team.

2. Improvements

This is the first inspection since re-registration as an organisation and as part of re-registration all policies, procedures and documentation have been reviewed. Leaders have implemented recommendations from the last inspection report well, as we saw children had free access to play indoors or outdoors at their choosing. Since the last inspection compliance with regulation 16 has been ensured; Staff have attended a workshop delivered by the Local Authority on “Quality of Care”, a quality of care report had been written with a copy sent to Care Inspectorate Wales (CIW); procedures are now in place for the ongoing annual assessment of the quality of care delivered.

3. Requirements and recommendations

We have made recommendations in relation to enhancing children’s wellbeing, elements of the environment and some record keeping.

1. Well-being

Summary

Children are settled, have choice and are confident to speak. They are happy and are beginning to make friends. They find the play opportunities and activities planned interesting and are familiar with the service routine. They are actively encouraged to develop their independence and begin to do things for themselves.

Our findings

1.1 To what extent do children have a voice?

Children are listened to, encouraged to make choices and most are confident to express their ideas.

Children were confident to approach us and speak to us; they were aware of the options available to them and freely moved between areas of play. All children were able to attempt to do things for themselves and most were happy to approach staff for support. They were offered choice throughout the session for example, which song they would like first or next at song time and which fruit they would like from the platter offered to them. This encouraged their confidence and helped them learn to make independent choices.

Children are confident to make independent choices and are valued as active participants of the service.

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

Children are settled and are forming meaningful friendships.

Children were settled and due to a familiarity with staff they coped well with separation from their parents/carers and felt secure. Children had a sense of belonging at the service as their art work had been colourfully displayed on the walls, their photographs had been used for a self registration and they each had a peg on which to hang their individual belongings. Children were spoken to by name promoting their rights under the United Nations Convention on the Rights of the Child (UNCRC) and were beginning to form friendships; they were heard chatting with their friends during snack time, discussing their holidays and their fruit preferences.

Children are valued and secure which is helping them to develop positive self-esteem.

1.3 How well do children interact?

Children are beginning to learn to manage their own behaviour.

Overall, children got along and played well. Most children chose to play parallel to their friends however; some of the older children were beginning to develop co-operative play, recognising the enjoyment which could be had from playing games together. Children were becoming self-aware and were learning to express what they need. We heard that all

children wanted the same colour pencil crayons, as there was not enough to go around, children were encouraged to ask a member of staff for more. They did so confidently and the staff member responded positively to their request. Nearly all children were seen to take appropriate care of the equipment and toys and were beginning to apply appropriate coping strategies when dealing with change or disappointment. For example, we saw one child use the scooter ahead of another child, the child was clearly upset and disappointed however, with support from staff, the child acknowledged that it was story time next and moved in to the main playroom to sit alongside their friends.

Children understand the behaviours expected of them and are beginning to adhere to them.

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

Children show interest in the play based activities and themes available to them.

Children were motivated and engaged in play during both inspection visits. Every child found a toy or activity which interested them and which was appropriate to their age and stage of development. There was a good balance of adult led activities, during which the children concentrated well, and extended periods of child initiated play. Children were able to explore the environment freely and safely moving indoors and outside at their liking.

Children show enjoyment when playing alongside their friends and are interested in the toys and activities available to them.

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

Children are able to accomplish things for themselves, develop and learn new skills.

Children make good all round progress due to the secure relationships they have with the consistent practitioners caring for them. This was evidenced within the progress books and development records kept for each child. We saw children were confident to use the range of materials available to them, one child independently clipping up a piece of paper to the easel and independently painting the whole page orange. Children were becoming independent as during snack time they collected their own table mat, plate and cup and poured their own drinks. They were becoming aware of healthy eating by choosing from a platter of fruit and either water or milk to drink.

Children are self-motivated and encouraged by staff to become independent and do things for themselves.

2. Care and Development

Summary

Staff know how to keep children safe; they have a sound understanding of policies and procedures implemented at the service and have received relevant training in safeguarding and child protection. They have a secure understanding of child development and use this knowledge to interact with children and ensure they develop well. They have an awareness of additional and medical needs and know where help and support may be sourced should it be needed. They are developing strategies to support children to begin to understand accepted rules of behaviour.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have an understanding of how to keep children safe and healthy.

Staff understand their safeguarding responsibilities and this is given high priority within the service. All have recent training in child protection and First Aid and implement this training in accordance with the services' policies, keeping appropriate records and where appropriate, keeping parents informed. We noted some staff were writing more detail in regard to first aid administered on the accident forms than others this needs to be more consistent and should be a focus for development.

Staff knew the fire evacuation procedure well and described this to us. We noted that daily registers were no longer being totalled; for speed of reference in the event of an emergency evacuation we would recommend previous practice of totalling the registers be re-established.

Staff were experienced in dealing with various medical conditions and were aware of how to deal with specific medical needs in relation to one child. Staff were aware of children's emotional needs and how enhanced support may be required as a result. They promoted healthy lifestyles by offering children healthy snacks and encouraging physical play.

Staff had attended food hygiene training and showed an awareness of infection control; asking the children to wash and dry their hands before snack and describing to us the steps they take in the event of any outbreaks of sickness to manage the potential spread of infection. Their knowledge and understanding would be further enhanced by completing the Infection Control Audit Tool for Early Year Settings and implementing its recommendations.

Staff are organised and use their training effectively to ensure children are kept safe and healthy.

2.2 How well do practitioners manage interactions?

Staff are developing an understanding of behaviour management and act as positive role models for the children.

Staff understand child development and how this impacts of children's behaviour. Whilst all staff dealt with unwanted behaviour in appropriate ways, staff did not have a consistent approach. This is an area for development in the future as consistency will enable children to know the service's behavioural expectations. A member of staff spoke positively about recent training they had attended in behaviour management – 'the Solihull Approach' – and it is hoped this training will be available to all staff in the coming year. Overall, children co-operated well with staff and were respectful. Staff engaged them positively during small group sessions and the children listened carefully to staff when they read them a story. Staff kept parents informed of any challenging behaviour and worked alongside other professionals with any persistent difficulties.

Staff promote positive interactions through their interactions with the children, other staff and parents.

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

Staff have some understanding of children's individual needs and provide for these in a nurturing and caring way.

Staff were confident and had an up to date knowledge of child development. They planned activities which interested children, developed their progress towards meeting the intended learning outcomes and which covered all the areas expected within the early years Foundation Phase curriculum. There was a good balance between adult led activities and child led play with circle and group times inter-dispersed between free choice and play. Staff understood the importance of transition and supported children emotionally with the transition from the service to school by arranging 15-20 minute sessions three times per week to prepare the children for the change in the new term and their move into school. Staff kept up to date assessments of the children's progress and worked closely alongside the Local Authority advisory teacher to ensure best outcomes for children.

Staff made good use of the outdoor space, enabling children to be physically active or participate in quiet and calmer activities should they choose. There was evidence in the way of planted seeds that this area was utilised often and used effectively. Staff were aware other areas of the school building were available for use and they utilised these often, hosting a Christmas party for the children and parents and joining in with a recent sports day.

Staff provide children with a stimulating and varied range of activities which appeal to them.

3. Environment

Summary

Leaders have procedures in place to ensure the environment is safe, secure and suitable for young children. They ensure the environment remains free from hazards and are developing an understanding of infection control so that resources remain clean and in good condition. Leaders make the most of the space they have and utilise every area.

Our findings

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

Leaders have put procedures in place to ensure the environment is safe for children to use.

Leaders ensure the environment is clean, safe and secure. Entry to the service is secure from the outside and any visitors are asked to sign in on their arrival. Leaders have risk assessments in place and these are kept under regular review. Leaders ensure everyone takes responsibility for the safety and cleanliness of the environment. For example, we heard staff asking school staff for a crate to be moved as if left it may have prevented use of one of the fire exits. Leaders ensure that all electrical equipment is tested for safety. The fire alarm is tested weekly.

Leaders ensure procedures are followed to minimise hazards and risks to children's health and wellbeing.

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

Leaders provide children with a play space which is resourced to meet their needs.

Leaders provide children with an environment which is specifically designed for their age and stage of development and which therefore, enables them to develop their independence. There was ample space within the environment for children to move around safely and the room had been lay out in accordance with the Foundation Phase areas of learning. Leaders told us they keep the room lay out under review and frequently consider what is and is not working well, adjusting the lay out accordingly to provide best outcomes for children. All areas of the service were fresh and decorated in light shades. Areas of play and the children's toilets were clean and the service had recently been awarded a score of 5 by the Food Standards Agency.

Leaders provide children with an environment which is bright, comfortable, stimulating and flexible to meet their changing needs.

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

Leaders actively fund raise in order to have the finances necessary to replenish and update resources and equipment when required.

Low level furniture and equipment such as painting easels and book cases allowed children to access toys of their choosing, while child height toilets and sinks enabled children to learn to toilet independently and promoted their self-help skills. Most toys were in good condition however, some of the books were in need of replacement and we have recommended that a larger selection of book be made available to the children in order to make the reading area more inviting for children.

Leaders told us they host fundraising events in order to replace resources and equipment. One such event being an adults sponsored walk which not only enabled them to raise funds, it also gave staff the opportunity to get to know the parents and develop positive working relationships with them.

Leaders had a good understanding of infection control and had preventative measures in place to stop the spread of infection. The service did not however have an infection control audit in place and we have recommended that one is completed in order to identify any areas for improvement in relation to this.

Leaders invest time and effort into this service to ensure it is able to offer children good quality, age appropriate and stimulating resources and equipment.

4. Leadership and Management

Summary

Leaders manage staff well ensuring there are always a sufficient number of staff to meet the needs and numbers of children attending. They evaluate the service they offer effectively and plan for improvements drawing on the advice of other professionals and implementing this well within their service. Leaders have a positive working relationship with parents and the local community.

Our findings

4.1 How effective is leadership?

Leaders have a clear vision and purpose for their service and communicate this well.

Leaders have a clear purpose for their service and are pro-active in achieving this, sharing their vision with staff and challenging everyone to do their best. They have built a dedicated team who have worked effectively together for a number of years. There has been no staff turn over for a number of years which has ensured children receive continuity of care and the local community are familiar with the staff team. Leaders understand their responsibilities to promote the Welsh language and use of incidental Welsh is encouraged through all activities.

Leaders ensure they have all information required by regulation about children prior to them starting at the service which is best practice. We have recommended that this could be further developed to ensure enough personal information, for example a child's food preferences is obtained to further meet children's needs and develop more tailored child centred care.

Leaders are organised, understand their responsibilities and work in accordance with the regulations when delivering their service to ensure it succeeds.

4.2 How effective is self evaluation and planning for improvement?

Leaders value feedback from parents and use this effectively to plan for future improvements.

Leaders have processes in place to obtain the views of parents, children and staff and review the quality of care they provide. They actively seek feedback from parents throughout the year and obtain more formal feedback using questionnaires at the end of each school year. This information is used well to identify areas for improvement and to develop an action plan for timely delivery of those improvements including any cost implications and how these may be overcome.

Leaders are reflective and take on board advice given to them. There were records of visits from the Local Authority Advisor teacher which evidenced that her recommendations between one visit and the next had been effectively implemented.

Leaders review and assess the quality of the service they deliver in order to drive improvements and they are developing formal self-evaluation procedures.

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

Leaders employ and manage staff sufficiently to meet the needs of the children.

Leaders ensure that staff are employed in sufficient number to meet the ratio requirements for the number of children attending. There were contingency plans in place to cover staff absences which still ensured consistency of care for the children as all staff are familiar to them and have worked in the service for a number of years. Leaders are organised, and give staff the opportunity to keep their mandatory training up to date and extend their knowledge of child development and the Foundation Phase through attendance on other training such as, 'Maths outdoors' and 'Promoting Welsh culture and bilingualism'.

Staff had opportunities for annual appraisal with leaders with the most recent being March 2018. There was no formal record of supervisions although staff and leaders told us they met regularly for planning meetings and have the opportunity on a daily basis to discuss any issues they may have.

Leaders employ a small staff team who they manage effectively and who work together to secure positive outcomes for children.

4.4 How effective are partnerships?

Leaders have positive relationships with the local community and parents; they engage effectively, listening to their views and adapting the service to meet their needs.

Leaders establish ways in which they are able to build relationships with parents to ensure best outcomes for the children in their care. They have a social media page to keep parents informed and monitor the use of this carefully to ensure their safeguarding policy is adhered to. They offer parents the opportunity to meet with staff for an 'end of year development discussion' in order to keep parents fully informed of their child's progress and next steps.

Leaders work well with the school ensuring the children are provided with opportunities to socialise with the older children and participate in school events when appropriate to do so. They work well alongside the Local Authority advisory teacher and value the guidance and support they receive.

Leaders are forward thinking and develop effective partnerships to enhance the service they provide.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

Non-compliance identified in relation to the Quality of care report has been fully addressed.

5.2 Recommendations for improvement

We recommended that the registered providers should:

- establish a system to obtain more in-depth information about children's preferences before they start at the service in order to enhance their wellbeing and assist with their settling in to the service;
- complete the All Wales Infection Control Audit for Childcare Settings and apply the findings of this audit;
- extend the range of books available to the children and ensure these are displayed in a way which makes them inviting for the children to look at.

6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on Friday 13th July 2018 between the hours of 09:45 – 13:00. The same inspector conducted a further announced visit on 18th July 2018 between the hours of 09:20 – 12:40.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations using the SOFI 2 tool, to evidence the children's engagement and the care being provided by staff;
- spoke to the children, three parents and the staff present and
- considered the safety and suitability of the environment for the children.
- provided feedback to the Responsible Individual following the inspection visits.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Tracy Selby
Person in charge	Tracy Selby
Registered maximum number of places	19
Age range of children	2-3 years
Opening hours	08:00 – 09:00 – Breakfast Club 09:00 – 11:30 – Morning session
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection since registration on 21 December 2017.
Dates of this inspection visits	13 July 2018 and 18 July 2018
Is this a Flying Start service?	No this service does not currently offer Flying Start places.
Is early years education for three and four year olds provided at the service?	Yes this service offers early years education to children aged three years.
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care.'
Additional Information:	