



Childcare Inspection Report on

Jigsaw Pre School Playgroup Ltd

**Bryn Deva School
Linden Avenue
Connah's Quay
CH5 4SN**



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Description of the service

Jigsaw Pre School Playgroup Ltd operates from within Bryn Deva School in Connah's Quay. The registered company have nominated Sarah Oliver as responsible individual and Nicola Hunt as person in charge. The service is open from 7:45 – 17:50 Monday to Friday during term time only. The service is registered to care for up to 50 children aged up to 12 years.

English is the main language. This is a service that does not provide the Welsh Language 'Active Offer'.

Summary of our findings

1. Overall assessment

Children feel relaxed and safe, enjoying their play and learning opportunities. Staff are caring and responsive to the individual needs of the children. They provide suitable activities, that support children's learning and development. The environment is safe, secure and equipped with a range of suitable and good quality resources and equipment. Leaders manage the service well and some self evaluation is completed. Partnerships are developed that benefit the children.

2. Improvements

Since the last inspection, the routines have been reviewed and children are now given more opportunities to be independent at snack time which is at a more appropriate time so children have a break before lunch. The room used for Early Entitlement and after school club has been developed so it is more appealing and this is an ongoing project.

3. Requirements and recommendations

We made recommendations relating to staff files and the quality of care report.

1. Well-being

Summary

Children are listened to and express themselves confidently. They feel safe and happy with staff and friends they have formed positive relationships with. Children interact well and learn to cooperate and respect each other. They enjoy their play and learning which helps them develop and learn to be independent.

Our findings

1.1 To what extent do children have a voice?

Children's views and opinions are considered.

Children in both rooms had choices and were moving freely around deciding which activity they wanted to take part in. During snack time children were able to choose what they wanted from the food available. For example, a child said they did not like apple so they had banana instead. Children were also able to request more snack and drink. Children were heard confidently communicating with staff, asking for items they wanted or support when needed.

Children express themselves confidently, knowing they will be listened to.

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

Children are relaxed and feel comfortable in their surroundings.

Children were familiar with the environment and had made positive friendships with staff and children. They had formed bonds of affection with staff and were heard having conversations and receiving care and affection, making them feel safe. Children played alongside others and actively sought out their friends. For example, a child was heard shouting another child to come and play with them. Children were seen smiling and laughing as they were playing, obviously feeling comfortable and happy. For example, a group of children who were waiting for their drink spontaneously started singing and made a song up about the cold milk to the tune of "Wheels on the bus". They found this very amusing. A child who was new to the service was happy to be involved in activities and play alongside the other children. They settled well and enjoyed their time at the service, saying they wanted to stay when it was time to go home.

Children feel safe and happy as they know staff well and have formed friendships.

1.3 How well do children interact?

Children play alongside each other cooperatively.

Children were seen to behave appropriately and were learning to share and cooperate with others. Older children understood they had to wait for their turn to play in the shaving foam

and younger children were working together to fill a container with cereal. A child was heard asking another child if they could join in their play, with which the child replied, "of course". Showing they had respect for others. Children were learning to be well mannered. For example, a child was heard saying "can I have a rolling pin please?" and another child asked a member of staff "can you put this in my bag please?" Children respected the resources, treating them appropriately and helping to tidy up when asked.

Children learn to respect each other and interact appropriately.

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

Children can follow their interests and choose what to play with.

Children were freely moving around the activities available but could focus on what they were doing for an appropriate length of time. Children were enjoying their opportunities and learning a range of skills through their play. For example, children were laughing as they splashed and clapped their hands in the shaving foam and younger children enjoyed touching and feeling the texture of the cereal in the investigation area.

Children enjoy their play and learning experiences.

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

Children have opportunities to be independent.

Children had resources and opportunities available to them that were suitable for their age and stage of development. They could move around the rooms and access what they wanted and the facilities, including toilets and cloakroom. During snack time children were supported to prepare their own snack and pour their own drinks. Children were confident to persevere and attempt things for themselves. For example, a child was trying to use the pedals on the bike when outside. They managed to pedal with some support from staff.

Children have opportunities that support their development, learning and independence.

2. Care and Development

Summary

Staff keep children safe and healthy by implementing effective policies and procedures. They manage interactions in a positive manner, which encourages and supports children to behave appropriately. Staff plan and provide suitable opportunities which help children develop and learn.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff understand their roles and responsibilities.

Staff were aware of the procedure to follow should they have concerns about a child and this process was displayed for reference if needed. Staff were aware of children's individual medical needs and allergy information was clearly displayed in the rooms. Regular fire drills were conducted, ensuring children and staff knew how to evacuate the premises quickly and safely. Staff followed and implemented effective routines to help prevent cross contamination. For example, children were supported and encouraged to wash their hands at appropriate times, tables were cleaned before snack and lunch and gloves and aprons were worn by staff when handling food. Staff provided children with healthy snack choices such as fruit and crackers, with milk or water to drink. Regular opportunities were also planned so children could be active and get fresh air outside. A sufficient number of staff had completed paediatric first aid training and records showed accidents and incidents were recorded correctly and shared with parents.

Staff effectively implement policies and procedures that keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Positive interactions are supported and encouraged.

Staff were consistent in their approach to managing behaviour and effectively implemented the policy. Lots of praise and rewards were used to celebrate achievements, good manners and positive behaviour. For example, children who helped tidy up were given stickers and children who had behaved appropriately all session were given a stamp on their hands before going home. Staff shared expectations with the children and ensured they were aware of what was happening. This included staff giving the children notice a few minutes before it was time to tidy up. Staff provided opportunities for children to have sociable experiences. They sat with the children during snack and had their lunch together with the children.

Staff manage interactions well and promote positive behaviour.

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

Staff have good knowledge of child development.

Staff were effective in planning opportunities for the children, which were interesting and suitable for their age and stage of development. The children in the Early Entitlement room were enjoying playing in the shaving foam and younger children were enjoying playing with cereal. Both promoted learning through the use of their senses. The different aged children had access to resources that were appropriate. For example, younger children had areas of learning that reflected the foundation phase philosophy and older children had access to items such as a games console, board games and table football. Staff completed regular observations on the children and these were recorded in individual child development records and used to plan activities that promoted the children's learning. Staff had reviewed routines to allow more opportunities for children to be independent. For example, children were now involved in preparing their own snack and pouring their own drinks.

Staff plan appropriate opportunities that promote children's learning, development and independence.

3. Environment

Summary

Leaders ensure the environment is safe by conducting regular assessments and checks. Enough space is available for children to have room to move around, play and learn. Resources and equipment are of a good quality and stored effectively so children can have some independence when accessing them.

Our findings

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

The environment is checked regularly to ensure hazards are managed effectively.

Leaders had risk assessed all areas used by the children and checks were completed regularly to ensure hazards were identified and wherever possible eliminated. The entrances to both rooms used were secure and visitors were recorded so no unauthorised access was possible. External gates were kept locked. Registers were kept of children, staff and visitors which ensured everyone could be accounted for in an emergency.

Leaders manage risks effectively ensuring the environment is safe.

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

The environment provides children with space in which to play and learn indoors and outside.

Leaders had ensured children of all ages had suitable and sufficient space to access. The availability of two separate rooms allowed children to be grouped according to their age and stage of development. It also gave leaders the opportunity to provide an area where the older children attending after school could spend their time if they wished. The room used by the Early Entitlement children was suitably maintained and decorated. Children's work was displayed which gave them a sense of belonging. There was access to an outdoor space that consisted of a yard with a ramp where children enjoyed accessing the resources staff had laid out for them. The room used by Flying Start was light, bright, well decorated and maintained. There was direct access to an enclosed outdoor area equipped with a range of resources including mud kitchen and some fixed play equipment. Both rooms had suitable facilities including toilets and cloakroom area that were child friendly which allowed children to have some independence.

Leaders provide a suitable environment for children of all age ranges attending.

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

The environment is equipped with suitable resources that are appropriate for the children attending.

Both rooms were laid out to follow the Foundation Phase philosophy. This included having areas of learning such as, investigation, home corner and small world. Resources were effectively stored in low level units and they were labelled which helped children to find and return the items. There was a range of natural resources available including sand and water play and staff enhanced some areas by including items such as cereals and shaving foam. Facilities such as toilets and tables and chairs were at child height so children could safely use them without much support. All resources and equipment we saw were of a good quality and kept well maintained.

Leaders ensure the resources and equipment are of a good quality and stored effectively.

4. Leadership and Management

Summary

Leaders are organised and ensure all paperwork is kept secure and up to date. Self evaluation of the service is completed but no formal quality of care report is written. Leaders are generally effective in managing staff. Positive partnerships are created with parents and other agencies and these benefit the children and the care they receive.

Our findings

4.1 How effective is leadership?

The service is organised and policies and procedures are up to date.

Leaders had created a statement of purpose that reflected the service and provided parents with the required information. All the relevant policies and procedures were in place and there was evidence that these were reviewed regularly so they reflected current guidelines and practice. Leaders accepted advice from previous inspections and made changes that related to the recommendations made. For example, the timetable for the day for early entitlement children had been reviewed to ensure there was a suitable time between snack and lunch. Leaders ensured records were kept securely and were fully completed. For example, all children's registration forms inspected contained the required information.

Leadership is effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders review their service.

Leaders conduct some self evaluation of the service. Meetings are held between staff to discuss changes they can make that will improve the care the children receive. Children's opinions are collected through discussions and observations and parent questionnaires are sent home. These are considered when planning improvements but we noted that a quality of care report had not been completed.

Leaders complete some self evaluation but no formal quality of care report is produced.

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

Staff understand their roles and responsibilities.

Leaders ensured staff were suitably qualified and experienced to care for children. Staff turnover was low which evidenced staff were happy working at the service. Staff files we inspected were mostly complete and contained the required information. A new staff member was missing some information but discussions with the person in charge evidenced it had been produced but was not in the file.

Leaders generally manage staff well.

4.4 How effective are partnerships?

Positive relationships are formed that ensure information is shared.

Leaders ensured they communicated with parents so that information was shared. There was a notice board in the entrance that parents had access to. Staff were seen talking to parents when they collected their child. This allowed staff to share information about the child's day and their experiences. For example, we heard a member of staff explaining to a parent why their child had received a sticker.

Leaders had close links with outside agencies. These included Flying Start and Early Entitlement. This allowed the service to get advice and support when required and access some training courses. Leaders also had a close connection with the school which meant resources, facilities and information could be shared.

Leaders develop effective partnerships with parents and other agencies.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following recommendations;

- ensure all information required for staff files is available and stored effectively so it can be accessed easily, and
- use the information collected from parent questionnaires and children's views to form part of the self evaluation process.

6. How we undertook this inspection

This was an unannounced full inspection undertaken as part of our schedule of inspections. One inspector visited the service on 28 January 2019 from 9:45 to 14:00.

We:

- Inspected, risk assessments, policies and procedures, registers, four staff files and five children's files ;
- observed practice and completed observations using the SOFI2 tool to evidence the children's engagement and the care being provided by staff;
- spoke to the children, the responsible individual, person in charge and other staff members present;
- inspected areas used by the children, and
- gave feedback to the responsible individual on the day.

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 Full Day Care
Responsible Individual	Sarah Oliver
Person in charge	Nicola Hunt
Registered maximum number of places	50
Age range of children	Under 12 years
Opening hours	7:45 – 17:30, Monday to Friday during tern time.
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	21 May 2018
Dates of this inspection visit(s)	28 January 2019
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 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'
Additional Information:	