



Childcare Inspection Report on

Buttington & Trewern Playgroup

**The Community Centre
Cefn Road
Trewern
Welshpool
SY21 8TB**



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Description of the service

Buttington and Trewern playgroup has been registered to provide childcare since March 1993. The group can care for a maximum of 24 children between the ages of three and five years. The persons in charge are Jennifer Knight and Elaine Pattison. The registered person is Elaine Pattison. The service operates from a community hall located in Buttington on the outskirts of Welshpool. The premises are situated in close proximity to a primary school. The service is open five days a week from 8.30am to 11am and also provides a lunch club which operates from 11am to 12.30pm.

Summary of our findings

1. Overall assessment

Children attending Buttington and Trewern Playgroup enjoy their play and feel happy. They particularly enjoy their outdoor play. Children's individual needs are met and they can do things for themselves. Staff are kind and caring. They know the children well and employ good positive behaviour management strategies. However, leadership is still a cause for concern in relation to the understanding of roles and responsibilities as well as a sound knowledge of the regulations. Some improvements have been made since the last visit but there are still areas for improvement which have been identified.

2. Improvements

Some improvements have been made to the services policies and procedures but further development of these is required.

Complaints have been dealt with appropriately.

3. Requirements and recommendations

We recommended that leaders ensure that:

- the complaints and safeguarding policies are further updated with information about key personnel and their roles and responsibilities;
- incidents records to be available;
- all supervision meetings to be recorded;
- a complaints book is kept;
- the operational plan includes the roles and responsibilities of the registered person;
- the filing of information held is organised and easily accessible to the registered person and
- the battery in the door alarm is replaced.

1. Well-being

Summary

Children are settled and have affectionate relationships with others at this service. Children are given the ability to make decisions, have a choice and develop their individual skills and independence.

Our findings

1.1 To what extent do children have a voice?

Children have a voice, are listened to and make decisions.

Children's voice is central to this provision. The sessions were structured so that children could enjoy free play, balanced with circle times when they all came together. We saw that they could choose not to take part in these if they didn't want to. Children could choose which activities they wanted to do and could select toys and equipment from a very good range of resources. They were also able to relax and have some quiet time in the cosy book corner if they wished. When some children asked to go outside, staff responded to their wishes and took them out. Those children who decided to stay indoors were able to do so.

Children's views, opinions and feelings are important to the staff.

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

Children are happy, settled and relaxed. The children have a warm relationship with the staff caring for them and are able to communicate with them confidently.

Children are happy and eager to take part in the activities. The staff told us they are supported to settle into the group at their own pace. Throughout our visit we saw that children are shown lots of attention and receive smiles, praise and words of encouragement from staff. They are proud to show staff their "work" and keen to display their efforts for everyone to see. They confidently asked for help if they needed it. There are coat hooks for each child, photographs of them enjoying various activities and lots of their own work displayed. This helps them feel a sense of belonging and that they are valued.

Children feel secure and valued and are happy at the service.

1.3 How well do children interact?

Children play alongside and with others in a kind and cooperative way. They are aware of what is acceptable behaviour and respond positively to correction about undesirable behaviour

Children are learning to share, socialise, and consider each other. They play together in pairs, small groups and on their own. They enjoy each other's company and create

their own games and play. They enjoy social occasions such as snack time and are developing their understanding of manners. They respond well to instructions from staff and follow their lead with activities such as tidying up and washing their hands.

Children are able to manage their behaviour, enjoy friendships and respond positively to the staff.

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

Children enjoy a range of age appropriate activities.

Children are active and involved in their play. They enjoy exploring their environment and are eager to take part in activities. We saw them spending time outdoors on a range of age appropriate toys such as slides, ride on toys drawing with chalk and playing in the house.

Children enjoy their time at the playgroup and are motivated to try new things.

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

Many children are confident and able to do things for themselves. They are starting to gain independence and learn some skills through play.

Children are encouraged to become independent and there is an emphasis on developing a range of self help skills such as hand washing and putting on own coats and clothing. Resources are thoughtfully placed so children can easily find what they need and coat hooks are at their height. They are developing good independence as they cut up their own fruit and pour their own drinks. A self register system encourages children to take responsibility for themselves as well as learning to recognise and write their own name. Staff are on hand to assist when necessary. Children are able to learn because the activities are planned according to their interests and stage of development.

Children enjoy taking part in a good range of interesting and stimulating activities which are planned in accordance with their interests to promote their learning and independence.

2. Care and Development

Summary

This inspection did not focus on care and development on this occasion because the inspection focused on issues raised in a concern. This area will be considered at future inspections.

3. Environment

Summary

This inspection did not focus on the environment on this occasion because the inspection focused on issues raised in a concern. This area will be considered at future inspections.

4. Leadership and Management

Summary

Leaders still do not have good systems and procedures to ensure the smooth running of the service. Staff know their roles and responsibilities and work well as a team, but have policies and procedures in place which lack clear information to support them in their role. There are still issues around the leader's understanding of the roles and responsibilities that the job entailed.

Our findings

4.1 How effective is leadership?

Leaders do not have clear aims and policies that are focused on children and their needs and ensure that staff understand and implement them.

During the visit we discussed the statement of purpose and operational plan with the leaders and amendments were needed to this document to make it clearer and to ensure that it was a more accurate reflection of the service, in particular roles and responsibilities were not sufficiently detailed. Through discussions, we found that the registered person was still not fully aware of her role and more importantly her responsibilities. We saw a sample of the playgroup's policies and leaders told us that staff had the opportunity to read these. Staff had also signed to confirm that they had read them. However, these had been updated recently but still lacked detail. Issues around confidentiality had been brought to our attention and it was clear that although there were policies and procedures in place they have not always been followed. Complaints log and incidents log books were not available.

Leadership is ineffective.

4.2 How effective is self evaluation and planning for improvement?

Leaders have completed a Quality of Care Review which takes into account the opinion of children and parents as well as first hand experiences to evaluate the service.

The latest quality of care report showed that parents had been given the opportunity to complete questionnaires and leaders had discussed staff's opinions of the playgroup with them, however this lacked details of areas that they could improve on over the following year. Leaders had developed the outdoor area to include more play opportunities.

Leaders are developing their self-evaluation of the service and planning for improvement.

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

Leaders follow safe recruitment procedures and ensure that staff have defined roles and responsibilities. Formal support is now given to staff in a routine manner.

We inspected a sample of three staff files and found that leaders had completed all of the relevant suitability checks on them. We looked at rotas and registers and could see that staff were deployed effectively as there was an adequate number of staff to care for the children. Informal meetings with staff were held on a weekly basis in order to plan and discuss any issues in relation to the service. We saw documents that showed that leaders had ensured that staff had undergone an induction process. From looking at files and having discussions with the person in charge, it was evident that staff now receive regular one-to-one supervision and appraisal meetings but there was no records available for one staff member. Leaders told us that they discussed training and development needs with staff and had ensured that staff had the opportunity to attend further training, such as speech and language training and foundation phase training. Leaders had improved the staff disciplinary policy.

Leaders are generally effective in the management of staff.

4.4 How effective are partnerships?

Leaders maintain regular communication with parents in order to meet children's needs and to keep parents informed of their children's development.

Leaders had worked with parents to identify children's needs and preferences before they started at the play group. We inspected a sample of children's records and found that these were fully completed and that basic information had been sought about children's health needs, allergies and any concerns about children's development. When a possible additional need was identified, leaders sought additional advice and support from agencies such as the speech and language service and health visitors. We saw parents being given verbal feedback on their child's session at the playgroup. Leaders had also established a strong relationship with the nearby school and leaders discussed good practice and ideas.

Leaders have developed effective partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended that leaders ensure that:

- the complaints and safeguarding policies are further updated with information about key personnel and their roles and responsibilities;
- incidents records are available;
- all supervision meetings to be recorded;
- a complaints book is kept;
- the operational plan includes the roles and responsibilities of the registered person;
- the filing of information held is organised and easily accessible to the registered person and
- the battery in the door alarm is replaced.

6. How we undertook this inspection

This was a focused inspection undertaken to assess progress made since the last inspection, where a number of areas of improvements were identified. One inspector undertook one visit to the service on 18 May 2018;

- we inspected a sample of documentation and policies;
- we observed practice;
- we spoke to the registered person, the persons in charge and staff and
- feedback was given separately to the registered person at the end of the session.

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
Registered Person	Elaine Pattison
Person in charge	Jennifer Knight Elaine Pattison
Registered maximum number of places	24
Age range of children	3-5 years
Opening hours	8:30am to 12pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	19 October 2017
Dates of this inspection visit(s)	18 May 2018
Is this a Flying Start service?	no
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 people /children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	