



# Childcare Inspection Report on

**Shirenewton Playgroup**

**Shirenewton Site  
Wentloog Road  
Rumney  
Cardiff  
CF3 2EE**



**Date of Publication**

**Tuesday, 3 July 2018**

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## **Description of the service**

Shirenewton Playgroup is a Flying Start service operating in the Rumney area of Cardiff. Care is offered for children aged two to three years, from 9:30 until 12 noon weekdays, during term time only. They are registered to provide care for up to 24 children but at the time of the inspection they were only offering 12 places per day. A Responsible Individual (RI) has been appointed for the service but she is not based at the premises. A Person in Charge (PiC) has been appointed to manage the service on a day to day basis. The service is delivered through the English language with the use of incidental Welsh. They do not provide the Welsh Language Active Offer.

## **Summary of our findings**

### **1. Overall assessment**

Children are happy, settled and relaxed in the service. They benefit from the range of interesting resources made available to them which stimulates their curiosity and learning. They have plenty of choice and enjoy playing both indoors and outside. Staff have developed good relationships with the parents and the children and they receive a warm welcome at the service. Policies and procedures for the service promote good practice and are routinely reviewed. Parents have plenty of information available to them to help them make an informed choice about the service.

### **2. Improvements**

Since the last inspection there has been a change to the RI of this service . We found that the leaders have addressed the areas of non compliance and recommendations highlighted in the last inspection report. A quality of care review has been undertaken and a copy of the report was submitted to CIW. Policies and procedures and the Statement of Purpose were reviewed and updated.

During the course of this inspection the RI took action to review and amend the Statement of Purpose for accuracy.

### **3. Requirements and recommendations**

We made some recommendations in relation to the Prevent Duty, opportunities for children, staffing and infection control. Further information is detailed in the report.

# **1. Well-being**

## **Summary**

Children are happy and comfortable in the service. They are able to choose what they do with their time and follow their own interests, moving between indoors and outside freely. They are confident to interact with both adults and other children and speak up when they need to. Children are creative and imaginative in their play and enjoy some opportunities to be independent.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children make decisions and choices for themselves. We saw they played indoors and outside freely throughout the inspection. Some children moved between the two areas multiple times before settling on an activity of their choice. If they could not locate a particular toy or resource they would confidently ask a member of staff for help. We found activity planning included children's views and requests. Staff told us that if children mention they liked something or pay an activity particular attention, they include this in their forward planning.

Children express themselves and communicate their needs well. They have an active voice in the service.

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

Children are relaxed and comfortable. We saw most children came into the service happy and excited. Children who were unsettled were comforted and supported to join in or distracted with cuddles and stories. They enjoyed the activities available to them and were happy to seek support from staff. For example, one child wanted to take her coat off and she sought assistance from staff to do this. They engaged in conversations naturally with each other and talked about home and families which provided them with a sense of security. The staff knew the children and their families well, which led to meaningful and appropriate conversations. Staff were genuine, patient and interested in what they had to say.

Children are settled, they feel secure and show contentment in the service.

### **1.3 How well do children interact?**

Children play together nicely. They often shared resources and took turns. If children found this difficult they were guided by staff and listened well. There were only three children present on the day of the inspection which limited our observations in this area. However, we found children are beginning to understand the emotions and feelings of others and they are developing a sense of right from wrong.

Children interact well with staff and are developing coping strategies when things are difficult or unsettling.

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

Children are able to explore their environment safely and freely. We saw they engaged in a good variety of activities which sustained their interest. These included creative drawing, story telling, play-dough, small world toys, outdoor play and literacy activities. Children helped themselves to resources and some children returned them after they had finished with them. We saw photographic evidence of a wide range of activities which children had previously enjoyed at the service such as cookery and imaginative play. During the inspection children spent a long time playing with the play-dough where they practiced rolling, pinching and manipulating the dough into shapes. This helped develop their fine motor skills through play.

Children enjoy a range of organised and free play opportunities which are appropriate for their age and abilities.

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

Children are active curious learners. They enjoyed experimenting with water during an activity outside. This encouraged them to think, guess and ask questions. They are introduced to the Welsh language through Welsh books, occasional songs and some incidental phrases. The use of the Welsh language was limited. During snack time children were provided with a drink and cracker. Independence was encouraged when staff supported children to chop up an apple and they were able to wash their plate after they had finished snack. Children could have been encouraged to self serve by putting their own spread on the cracker and pouring their own drink to offer more independence. However, we did see staff encourage children to hang up their own coats and sometimes children did this without being prompted.

Children are developing well and have some good opportunities to be independent.

## **2. Care and Development**

### **Summary**

Staff at the service are caring and knowledgeable. They hold appropriate qualifications and undertake further learning to enhance their continuous professional development. There are systems in place to support staff in providing a safe and suitable learning environment. There are some areas for improvement within this theme. These have been discussed with the RI who had already identified some of these as areas of development and was keen to improve practice.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

The service has policies and procedures in place which support and promote health and well being. We saw that these policies and the staff practice encouraged children to drink water and be healthy. They have achieved the Gold Standard Healthy Snack Award and have completed phase one of the CHaSPS (Cardiff Healthy and Sustainable Pre-School) award. They participate in the Design to Smile tooth brushing scheme which encourage good dental hygiene. Staff had completed food hygiene and first aid training. However, some of these certificates had passed the recommended renewal date. Staff have an awareness of the child protection procedures in place and have undertaken additional training to refresh their knowledge as legislation has changed. The RI has plans in place to implement a policy regarding the Prevent Duty but this was not in place at the time of the inspection.

Children were usually supervised well. This is a small service, with only two staff present at times. We discussed the potential impact on staff and children when tasks such as nappy changing and snack preparation have to be completed. The RI explained they would use agency staff and were in the process of recruiting. We saw that agency staff had been used but staff told us that they are not always reliable and had not turned up on one occasion. Staff were proactive in keeping areas clean and tidy We saw they cleaned tables before snacks and promoted good hand washing. The Infection Control toolkit, which is an annual audit tool, was last completed in October 2016.

Staff promote good health and hygiene and keep children safe in line with the service's policies but there are areas for improvement.

#### **2.2 How well do practitioners manage interactions?**

Staff are sensitive to the needs and experiences of individual children. They encouraged children to share and be kind to one and other and they provided children with clear instructions if they wanted them to do something. They encouraged good manners at snack time and used phrases such as, 'please' and 'thank you' when speaking with the children.

Staff manage children's interactions well and act as good role models

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

Staff provide a nurturing and caring atmosphere which encouraged a good learning environment. We saw lovely interactions between the staff and children where staff followed the child's lead and immersed themselves into the child's thinking. During a play-dough activity the children and staff talked about 'stars.' The discussion had evolved from a star shape cutter that a child was using. They discussed how a star looked, might feel, the colour and texture. Children's speech and language was enhanced as they tried to use appropriate language to describe it. Activity planning and developmental files are kept up to date. Forward planning considered individual children's needs and potential areas of learning and development. There were no children present with additional learning needs but staff told us how they have previously supported children. They have good relationships with other professionals whom they can call upon if they need advice or identify a child that may need assistance.

Staff are responsive to individual children's needs and offer a variety of appropriate play and learning experiences for all.

### **3. Environment**

#### **Summary**

The playgroup has access to a large room with adjoining kitchen and separate bathroom. Storage space is accessible at the rear of the room for additional resources to be kept neatly. The service is well resourced and furniture is of a high standard. Children have access to an enclosed outdoor play area which is used frequently.

#### **Our findings**

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

Staff have a clear understanding of health and safety matters relating to the service. We saw they completed routine risk assessments and basic checks daily. They told us they pay particular attention to the outside space in case anything had been left overnight. Guards are placed over heaters to prevent potential burns and the doors are locked as a security measure. Children are not permitted to access the kitchen or store room and we saw that children were familiar with these rules as they stopped and waited for staff who used these areas. Practice fire drills are carried frequently and staff practice a variety of evacuation strategies to ensure they can safely exit the building. Staff told us that occasionally someone would stand outside a fire exit acting as a hazard. They would wave arms and give a warning of a potential fire to make staff change the exit route.

Staff follow the procedures agreed by the service to keep the environment safe.

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

There is sufficient and suitable space to meet the needs of those attending. Children accessed a well structured play space where staff had created various zones for exploring. These included craft, construction, cosy area, role play and messy play. Children benefit from the free flow play into the garden which has been landscaped. One section has safety surfacing and there was enough space to enjoy some physical play. Children spent much of their time outdoors. We saw photographs as to how the area had been used previously and examples of activities completed outside. Children gain an environmental awareness through the use of natural materials. However, the garden area was in need of some maintenance following the winter months and children did not have as many opportunities during the inspection as they have previously had. Staff told us that now the finer weather had arrived they would be doing more with the outside space. Indoors the layout provides good opportunities for children to be independent. Resources and furniture are kept at child height. Some of the children's work is displayed in and around the environment which gives them good self esteem and a sense of belonging.

Staff plan and prepare the layout in a manner which is suitable and welcoming for those attending.

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

Resources are of good quality and offer choice and challenge. Staff were innovative with resources they had available to offer children different learning experiences. For example, we saw that animals had been placed in the sand which encouraged



children's imagination. The story corner was draped with material and cushions to create warmth and a cosy snug feeling. There was a wide selection of resources available in storage which could be rotated throughout the year to support various interests and topics. Staff told us they could request additional resources for children and these were usually sourced. A variety of books were available to support early literacy in both Welsh and English.

Staff are creative with the equipment and resources available which provides a good quality environment.

## **4. Leadership and Management**

### **Summary**

We found the service is managed well on a day to day basis with support from the RI. Parents can be confident that the service is well run because the leaders are responsive to recommendations. Improvements were evident since the last inspection. Staff and leaders have a good understanding of their legislative responsibilities and they work together to review the service.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders and staff are clear on their roles and responsibilities. The RI, PiC and staff were clear who was responsible for different aspects of the service and they are committed to working together. The Statement of Purpose had been amended since the last inspection but required a small update following staff changes at the service and it lacked information on how it would be reviewed. This was addressed immediately. A parent's handbook provided more detailed information to help them make informed decision about the service. Staff were on hand to go through this document and assist parents in completing paperwork if they wanted their support. Documents can be produced in Welsh or a variety of other languages if parents request them. Most records were kept to a very good standard and organised well. The accident and incident records were not formally monitored and we noted an occasional gap in the forms completed. The existing injuries form used was often completed sparsely and should have more detail.

Leaders have a clear vision for the service and they communicate this well to all those who use the service.

#### **4.2 How effective is self evaluation and planning for improvement?**

Improvements to the service were identified. A quality of care review, which is required annually, has been completed. This utilised feedback from staff, children and parents to plan for the future. The RI visits the service on a weekly basis to keep an oversight and address any concerns staff identify. Pertinent information is shared across the service via telephone and in face to face meetings. Questionnaires, open discussions and formal meetings are used to gather evidence and feedback. There is a complaints policy in place for the service but no formal complaints had been made by parents.

Leaders have established effective mechanisms to self evaluate and plan for improvement.

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

Effective systems are in place to manage and recruit staff. The RI has a presence at the service and is contactable during operating hours. There are robust supervision and appraisal systems in place which encourage self reflection and provide an opportunity to monitor performance. Staff told us they feel supported and that they can attend training regularly. Flying Start advisors support the service and provide regular assessments with guidance on improvements that could be made. During our

inspection one advisor visited with some additional resources for the service. Staff utilise the feedback in the forward planning.

The management of staff, resources and operational matters are effective.

#### **4.4 How effective are partnerships?**

Parent partnerships are good. They told us that they valued the staff and were pleased with information given to them on a daily basis. An involvement and settling in policy for the service sets out how they will work together. Staff told us that some parents stay for settling in and others prefer not to and they would consider the parents preferences. The service organises occasional off site trips in conjunction with other Flying Start services, which parents and children can attend together. There are excellent multi agency working relationships in place. The staff were confident they could pull on any resource needed if it was in the child's best interests as the ethos of the service was to provide children with the best start possible. The early intervention strategies had worked well for them in the past as they had sought support from health and education partners, making the transition into school easier for children.

Established partnerships are in place for the service and effective in providing additional support for children and their families.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We discussed the following recommendations:

- The Statement of Purpose requires updating and CIW should be sent a copy;
- improve the monitoring of the accident and incident forms;
- consider extending the opportunities for children to be independent;
- a policy should be in place outlining the service's commitment to the Prevent Duty and all staff should be familiar with their roles and responsibilities if they had a concern;
- review practice in line with Public Health Wales, Infection control toolkit for child care settings;
- increase the use of the Welsh language within the service;
- review the staffing arrangements at the service and consider increasing the numbers of staff who hold an appropriate first aid certificate and;
- further enhance the outdoor area increasing the opportunities available to children.

## 6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook an unannounced visit to the service for approximately four hours.

We:

- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff;
- reviewed information held by CIW;
- undertook a visual inspection of the premises;
- reviewed information shared with us through our questionnaires;
- spoke to the staff and leaders working at the service;
- looked at a wide range of records. These included focusing on the statement of purpose, staff files, health and safety policies and records, children's files and routine checklists and records and;
- gave feedback to the RI by telephone on 9 May 2018.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Childrens Day Care Sessional Day Care
Responsible Individual	Sarah Mackay
Person in charge	Claire Mitchell
Registered maximum number of places	24
Age range of children	2-3 years
Opening hours	9:30 – 12:00, weekdays, term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	26 September 2014
Dates of this inspection visit(s)	4 May 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?	<p>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. <i>This may be because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.</i></p> <p>We recommend that the service provider considers Welsh Government's '<i>More Than Just Words follow on strategic guidance for Welsh language in social care</i>'.</p>
Additional Information:	