



# Childcare Inspection Report on

**Golden Grove/Gelli Aur Flying Start Playgroup**

**Golden Grove School  
Orange Way  
Pembroke  
SA71 4DP**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



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## **Description of the service**

Golden Grove / Gelli Aur Flying Start Playgroup provides sessional day care to a maximum of 18 children aged two years and three years. The service provides places funded by Flying Start and also provides places to other children on a fee-paying basis. The service operates from Golden Grove School in Pembroke. The opening times of the playgroup are 9am to 11:30am and 12:30pm to 3pm, Monday to Friday, during school term time. Three additional sessions are also offered during the summer holidays. The registered person for the service is Andrew Williams and the persons in charge of the service, at the time of our visit, were Sally Brown for four days a week and Mollie Goforth for one day a week. The care is provided through the medium of English with incidental Welsh also used regularly.

## **Summary of our findings**

### **1. Overall assessment**

Children are very settled and excited by their play and learning at this playgroup. They are cared for by enthusiastic and nurturing staff who successfully meet their needs. Leaders provide a very suitable environment for the children including a stimulating outdoor learning environment. Leadership and management of the service is appropriate on the whole although improvements are needed in relation to the recruitment and management of staff.

### **2. Improvements**

Leaders had purchased and made new resources such as a clear painting screen and sensory resources. Following our first visit, leaders confirmed that there were improved hygiene procedures in place because staff wore aprons to change nappies and ensured that children individually washed their hands in fresh water.

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

We notified the registered person that he was not compliant with the regulations in relation to:

- employment of staff because not all staff received regular one-to-one supervision.
- suitability of workers because there was not full and satisfactory documentation available in relation to recruitment checks.

We also made recommendations to the provider in relation to: the accessibility of liquid soap for hand washing; updating two policies; contracts; and further expanding opportunities for children to be independent. These are detailed at the back of the report.

# **1. Well-being**

## **Summary**

Children are very happy and settled at this playgroup. They are excited about the activities they do and show great enjoyment. They interact well with each other and with staff and they know their voices will be listened to. They are developing well and have many opportunities to develop their individual skills.

## **Our findings**

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

Children are offered frequent choices and they can be confident that they will be listened to.

Children chose the activities that they wanted to do during free play and they were also given choices within focused activities. For example, a child did not want to take a turn standing on a step to sing and wave to their friends and a member of staff said kindly, "Are you going to have a turn? No? That's ok." When children spontaneously showed interest in activities, staff enabled them to do that activity. For example, when a child approached a table where a member of staff was doing an activity with other children and said, "*painting*," the member of staff got the child an apron and encouraged her to join in. A child also approached a member of staff who had been doing a speech and language game with specific children and the child was able to play the game with the staff member.

Children have a strong voice.

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

Children are settled and have bonds of affection with the staff. They part happily from their parents.

Children were very relaxed in their play and told staff when they were worried about something. For example, a child asked a member of staff about the rhino toy that he had picked out in an outdoor activity and was reassured that another member of staff was looking after it and it was safe. We saw children giving cuddles to the staff and a child was able to keep a favourite toy with them during circle time. Children settled quickly at the start of the session and parents told us that their children settled well when they first began attending the playgroup. Parents had the opportunity to visit with their children before children started at the playgroup. A parent told us that their child is always eager to go to the playgroup and runs in at the start of a session.

Children feel very safe, happy and valued.

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

Children co-operate with other children and with staff.

Children followed directions from staff. For example, they all helped to tidy up and when a member of staff asked a child to share his toy animals with another child, he did. Children held hands with each other and staff when walking to the woodland area and walked together sensibly. A child came to a member of staff and said “*hand*”, reaching out for her. When the member of staff explained that she was already holding two hands and suggested he hold hands with another child, he happily did so. Children took turns in circle time and ‘attention bucket’ activities.

Children interact well.

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

Children are interested in activities and show excitement and pride in what they do.

Children exclaimed “bucket time!” with excitement, and ran over to the circle to join in with the activity. They were very engaged and focused on this activity. Some of the children showed real excitement in anticipation of the wind-up teeth chattering. One child happily sang a song that the group had been singing as he was walking in the woodland. Children were excited when they found animals in the woodland, exclaiming with excitement, “*A rhino!*” and “*A lion!*” and one child said, “*Wow!*” in awe as they went under a canopy in the woodland. We saw children beaming with pride on several occasions, such as when they took their turn to stand on the step and sing, when they picked out the photos of themselves for self-registration and when they were praised by staff for good signing.

Children really enjoy their play and learning.

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

Children have frequent opportunities to practise their individual skills and develop their independence.

We saw lots of evidence in children’s learning journals of them completing activities which promoted their skills development, such as making pizza, playing in gloop and foam, water painting and making cakes. We saw that children had learned vocabulary, signs and sounds for a range of animals. Children joined in with singing and counting activities and they asked and answered questions when looking at a book, as a group. For example, when the children were asked if they had a skipping rope, a child said that they liked skipping and that they also had “*a scooter, and a bike, and a car.*” Discussion with staff and parents showed that children were developing well and that children were provided with extra support when a need was identified. Parents told us that their children thrived at the playgroup. Children went to the toilet independently and they put their own paper towels in the bin after drying their hands. They also tried to put their own coats on and take them off and they independently returned the mats that they were sitting on at circle time to a

member of staff. However there were some missed opportunities for children to practise their individual skills and independence at snack time.

Children develop, learn and become independent well.

## **2. Care and Development**

### **Summary**

Staff are enthusiastic and provide positive, nurturing and consistent care. They assess and plan thoughtfully to effectively meet the needs and develop the skills of the individual children. They actively promote a healthy lifestyle and they keep children safe.

### **Our findings**

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

Staff complete training and follow procedures to keep children safe and healthy. They actively promote a healthy lifestyle.

Most staff had completed up to date paediatric first aid training. All staff had completed child protection training. Staff had ensured that there were healthcare plans in place for children with specific medical needs and they had a system in place to ensure that all staff were fully aware of which children had allergies. The person in charge told us that they do not give medication that can be given by parents outside of the playgroup session times but would give emergency medication in accordance with healthcare plans. There were generally good hygiene procedures in place. Staff encouraged children to wash their hands before snack and after going to the toilet. The nappy changing policy was on display and staff followed this, wearing gloves to change nappies and wiping the changing mat after use. However, during the visit, staff did not wear an apron to change nappies and they supported more than one child to wash their hands in the same basin of water. On our second visit, the registered person confirmed that action was taken regarding this immediately after our first visit and that staff wore aprons and encouraged children to wash their hands in fresh water. The nappy changing policy and the health and hygiene policy did not reflect these improvements.

Staff gave children healthy snacks such as fruit and crackers and they ensured that outdoor play was a priority. During our visit, children played in the outdoors for a significant amount of time, both in the woodland area and in the outside play area. Staff also encouraged children to brush their teeth on a daily basis as part of the 'Designed to Smile' scheme.

Practitioners successfully keep children safe and healthy.

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

Staff use positive behaviour strategies and they are good role models.

Staff were consistently positive, calm and enthusiastic throughout our visit. They dealt with issues of unwanted behaviour in a very positive manner. For example, a member of staff used distraction when a group of children were bouncing up and down on the low level sofas, by saying in a cheerful manner, "*Come and get dressed for our walk*". A member of staff also supported a child to share when they wanted something that another child had.

We also observed a member of staff say positively, “*sit up to choose*” when a child lay down in protest at not being the first in line to choose from the song sack. We heard staff using lots of praise and encouragement. For example, they said, “*There’s a good boy. Thank you darling,*” when a child put the cars in the car box as asked and said, “*Very polite*” when a child said, “*No thank you*” to taking a turn on the step. A member of staff responded to a child who was singing to himself when they were preparing for a circle time activity by saying, “*Are you singing? What lovely singing!*” whilst gently rubbing the child’s back. Staff were observant and addressed issues before they escalated by reassuring children and helping them to solve problems. For example, a member of staff heard a child shouting on a trike and went promptly to him, saying “*Are you stuck? Say ‘help me’. It’s ok. You’ve got your wheel stuck*” and the child went happily on his way once the problem was resolved.

Practitioners manage interactions well.

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

Staff assess children’s needs and progress on a regular basis and plan activities to promote children’s individual development.

Staff assessed children’s needs using a variety of assessment tools, as well as focused and incidental observations, both when they arrived at the playgroup and regularly during their time there. They completed detailed and thoughtful planning for whole group and individual activities which demonstrated that they covered different skills. Individual staff members had ownership of planning for speech and language activities and tracking the progress for key children. We saw activities during the visit that complemented each other and gave good opportunities for reinforcement of children’s skills, particularly speech and language skills. For example, children had the opportunity to use animal vocabulary in an outdoor activity, when looking at a book and when doing individual speech and language activities. Staff used signing regularly to support language development. They also used Welsh frequently. For example: they counted the number of children as a group in Welsh on a number of occasions; they used Welsh vocabulary and phrases to discuss the weather at circle time; they read a simple book using both Welsh and English; and they gave out the toothbrushes saying, “*Ble mae...*” Parents were very complimentary about the staff and one parent told us that the staff were “*excellent,*” and that they go “*over and above*” and “*nothing’s too much trouble*”. The person in charge told us that all staff either had a relevant child care qualification or were working towards them. Staff had attended additional training courses such as training in speech and language, intensive interaction and behaviour management. They also improved their knowledge and understanding within the playgroup. For example, they observed what speech and language therapy assistants did when they visited to work with children and they researched and made resources to meet specific needs.



Staff effectively promote children's play, learning and development and meet their individual needs well.

### **3. Environment**

#### **Summary**

Leaders provide a very suitable environment for the children which includes a stimulating outdoor play area and woodland. They provide the facilities that children need and a wide range of good quality resources. They have procedures in place to ensure that the environment remains safe for children.

#### **Our findings**

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

Leaders had procedures in place to identify, eliminate or minimise risks to children.

The person in charge had conducted detailed risk assessments and she reviewed these annually. We also saw that there was a system in place for doing daily health and safety checks of the environment. Leaders had ensured that up to date PAT testing had been carried out on electrical appliances. We also saw a sticker on the gas boiler at the service which showed that it had had an up to date service. There was a secure system for entry to the playgroup and we were asked to sign a visitors' book.

Leaders ensure that the environment is very safe.

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

Leaders provide the space and facilities that children need and provide them with a stimulating outdoor environment.

Leaders ensured that children had access to a woodland area on the grounds where the playgroup was situated which children enjoyed exploring. The natural woodland was enhanced by a canopy and an area for children to sit as a group. Leaders also provided children with regular access to their own designated play area, immediately accessible from the playgroup. This area had Astroturf flooring and leaders had provided a mat and tough trays so that children could comfortably engage with resources such as small world play activities and books, as well as practising their gross motor skills on large play equipment. The indoor environment was bright and welcoming with a range of colourful displays on the wall including children's crafts. Leaders had provided specific areas for learning within the environment including a role play area and an inviting reading area with low level comfortable seating and books which were easily accessible and visible. There was a bright toilet area for children with three suitably-sized toilets and wash basins. However, the soap dispensers were mounted on the wall out of the reach of the children.

Leaders ensure that the environment is very suitable for children.

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

Leaders provide a wide range of resources which meet children's needs.

Leaders provided a large number of resources suited to different needs and interests, both indoors and outdoors. In the outdoor area, they had given children access to, for example, Duplo blocks, climbing apparatus with a slide, sand play resources, rocking toys, ride-on cars and trikes. Leaders had also provided a new clear painting screen and paints which we saw children enjoying using. They were awaiting the delivery of a mud kitchen at the time of our visits. As well as commercial resources, leaders and staff also provided natural and home made resources. For example, children had explored the natural woodland environment and sand and they had access to handmade 'feely bags' and a pom-pom game to develop fine motor skills. There was suitably-sized tables and chairs for the age group attending the playgroup.

Leaders provide good quality resources and equipment.

## **4. Leadership and Management**

### **Summary**

Leaders operate suitable policies and have a relevant and informative statement of purpose in place. They have built appropriate relationships with parents who are very happy with the service provided. They regularly review and make improvements to the service. However, improvements are needed in the processes for recruitment and management of staff.

### **Our findings**

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

Leaders have a statement of purpose in place and implement and review a range of policies and procedures.

The statement of purpose was fully compliant with regulations and national minimum standards. We looked at a sample of policies including those on confidentiality, behaviour, child protection, admissions and nappy-changing. We found that these were mostly very suitable, although the nappy changing policy and health and hygiene policy needed some updating regarding hygiene procedures in line with current guidance. The person in charge told us that she had recently reviewed the policies and had given staff the opportunity to read and familiarise themselves with the policies. The registered person was a visible presence and worked closely with the person in charge. There was employers' liability insurance in place in the name of the playgroup and the registered person was confident that this covered all employees and included public liability cover. The registered person also confirmed that the registration with the Information Commissioners' Office (ICO) in the name of the school covered the playgroup also. We saw that parents had signed a contract but the terms and conditions of the care were not clearly set out.

Leadership is effective, on the whole.

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

Leaders review the service and identify and implement actions to improve the service.

Leaders had completed parts one and two of the Self Assessment of Service Statement (SASS) as requested by CIW. They had completed a detailed quality of care review and had identified areas for improvement and identified their progress towards this. For example, they had set a target to improve the environment and had developed a music wall and obtained funding for a mud kitchen, although the music wall was in need of some further attention following damage from high winds. They had also opened up fee-paid places for children outside of the Flying Start area when the postcode boundaries for this funding changed. They sought the views of parents, children, staff and visiting agencies to

review the service and regularly had informal discussions as a team to evaluate the activities they were providing.

Self-evaluation and planning for improvement are appropriate.

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

Leaders do not have robust procedures in place in relation to recruitment and management of staff.

We checked a sample of three staff files and found that not all of the necessary documentation in relation to recruitment was available during either of our visits. Although there were recruitment processes in place, the registered person confirmed that he had not been part of these for all staff and he had not seen all of the recruitment documentation for the sample of staff whose files we looked at. The person in charge received regular appraisal and supervision meetings with Flying Start officers rather than the registered person. The registered person confirmed that he was not formally involved with this process. The person in charge completed annual appraisals on the staff at the playgroup but there was not a system in place for regular one-to-one supervision meetings. However, leaders conducted regular informal staff meetings and involved staff in the activity planning. The person in charge also attended meetings with staff from other playgroups that provide care funded by Flying Start.

Management of staff is not fully effective.

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

Leaders work with parents to meet children's needs. They have formed partnerships with other agencies.

There was a close relationship between the playgroup and the school in which it was situated. The registered person was also the head of the school. Leaders had put arrangements in place for children to attend transition sessions prior to moving to the school. The person in charge also met with the staff of the school, with parents' consent, to discuss children's development and needs prior to them moving. Leaders ensured that members of staff who had been working one to one with children were able to move to the school to support the children for their first six weeks after leaving the playgroup. We checked a sample of children's records and found that leaders had sought all of the relevant information from parents about the children's needs. The person in charge was available on a daily basis to discuss children's changing needs and development with parents. Parents who had completed CIW questionnaires strongly agreed that the service communicated well with parents.

Partnerships with parents are effective.

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

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

None

### **5.2 Recommendations for improvement**

- Make liquid soap more accessible for children to access independently;
- update the nappy changing policy and health and hygiene policy in line with Public Health Wales guidance;
- put clearer contracts in place, to be agreed by parents, for the care provided; and
- expand opportunities for children to be independent at snack time.

## 6. How we undertook this inspection

One inspector visited the service on 22 March and 17 April 2018 for a total of approximately six and a half hours. We:

- inspected a sample of documentation and policies;
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff;
- spoke with children, parents, staff, the person in charge and the registered person;
- read two questionnaires from parents;
- gave feedback to the registered person during our second visit and also by telephone on 8 May 2018.

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

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

## About the service

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Andrew Williams
Person in charge	Sally Brown Mollie Goforth
Registered maximum number of places	18
Age range of children	2 and 3 years old
Opening hours	9am to 11:30am and 12:30pm to 3pm, Monday to Friday, during school term time. Three additional sessions are also offered during the summer holidays.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	14 January 2015
Dates of this inspection visits	22 March and 17 April 2018
Is this a Flying Start service?	Yes. The service offers priority to children funded by Flying Start.
Is early years' education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	No. 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 their service. 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> '. However, this service is situated in a primarily English –



	speaking area and the staff use incidental Welsh vocabulary and phrases with children regularly.
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<b>Additional Information:</b>
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