



Childcare Inspection Report on

Ponciau Playgroup Plus

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



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Description of the service

Ponciau Playgroup Plus is registered with the Care Inspectorate Wales to care for a maximum of 25 children under the age of twelve. The service is located within Ysgol Maes Y Mynydd in Rhosllannerchrhugog near Wrexham. The service operates Monday to Friday during school term time, between the hours of 11.30 and 15.15. The registered persons are Janet Rowlands and Sandra Morris. English is the main language used, with the addition of some Welsh words and phrases.

This service does not provide an 'Active offer' of the Welsh language.

Summary of our findings

1. Overall assessment

This is a service with active, happy and relaxed children. All practitioners are experienced, qualified and have a good nurturing rapport with the children. A varied programme of activities is planned and offered for the benefit of all children. The premises are safe and set out for the care of children, providing them with a stimulating play environment. The leadership of the service is supportive and successful, ensuring children and their families have valuable experiences.

2. Improvements

Since the previous inspection children benefit because:

- the outdoor area is improved with additional resources and
- a new shed provides outdoor storage.

3. Requirements and recommendations

We made two recommendations in relation to hand washing and dating written risk assessments.

1. Well-being

Summary

Children's well-being is enhanced because they have a strong voice and can choose from a range of activities. They are happy, relaxed and interact well with each other and the practitioners whilst engaging with the interesting activities on offer. Children are developing well and learning skills to help them become independent.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak, are listened to and given choices.

Children expressed themselves confidently and made appropriate choices and decisions because they could explore their environment freely. They participated well and were encouraged to express their opinions, for instance at circle time. Children were encouraged to choose where they wanted to play and which items to play with. They were helped to dress up as their preferred characters. A child chose threading beads and helped themselves to the box. Children decided what they wanted to eat at snack time and their choices respected. Individual children were listened to when approaching practitioners with family stories.

Children have a strong voice and know they are listened to and respected.

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

Children feel secure, happy and valued.

Children were content, spoken to kindly and had settled well. Some had made firm friendships as we observed children called to each other by name. Children were familiar with the routine and chatted happily with practitioners at various times including during snack time. There were bonds of affection with the practitioners and this was evident when children approached them for assistance and practitioners were pleased to help. Children gained a sense of belonging as their work was displayed and there was special space for their belongings.

Children feel consistently safe, happy, valued and trust the practitioners.

1.3 How well do children interact?

Children interact positively with each other and the practitioners.

Children were beginning to be sensitive to the needs of others as we saw children helped each other, for example to draw a star on a Christmas tree. They played well together, for instance with large wooden blocks. Children co-operated well with practitioners which was demonstrated when they were asked to come inside and help to tidy toys away.

Children interact effectively and are learning valuable social skills.

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

Children enjoy their play and learning.

Children were motivated and positively occupied in their play and learning. They were observed concentrating for an appropriate time whilst they played at being a super hero. This game was developed as other children also joined in the game. Children were eager and excited to share what they had been doing with parents / carers when they collected them as they had much enjoyment from the activities.

Children enjoy the stimulating activities provided and are fully engaged in the areas of play and learning.

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

Children are learning, developing and becoming independent.

Children had a good variety of experiences including unstructured play, enabling them to gain skills and be independent. For example, children explored their environment freely and chose where to play. Children had learnt to go to the toilet independently and to wash their hands and children who had school dinners could use a knife and fork. Children were learning to put on their coats in readiness to play outside. They had secure relationships with consistent practitioners to help them gain in confidence.

Children are developing successfully and are encouraged to become independent.

2. Care and Development

Summary

Practitioners keep children safe and healthy by adhering to policies and procedures. They manage interactions successfully using positive strategies. Practitioners are caring, nurturing and responsive to children's needs. Interesting activities are carefully planned and provided to promote children's learning and development. Practitioners meet children's individual needs because they know the children and their families well.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners keep children safe and healthy.

Practitioners understood and implemented policies and procedures for the service. Safeguarding procedures were discussed with the person in charge who was confident to contact the relevant agencies should a concern arise. All practitioners had attended safeguarding training and the contact numbers for the relevant agencies were displayed. Practitioners had current paediatric First Aid qualifications and accident forms showed incidents were dealt with appropriately and parents were informed and signed the records.

Children's health was promoted in a number of ways. All areas were clean and tables were wiped using anti bacterial spray. However, children washed their hands in one bowl of water, which increases the risk of cross infection. The person in charge told us that this had become the practice after a child had fallen whilst trying to reach a wash basin in the toilets which was too high. Practitioners ensured that children had the opportunity to be physically active daily. This enabled physical skills such as balance to be practiced and developed. We saw evidence that children were learning about healthy food as there were photos of them colouring pictures of fruit and vegetables. We observed a nutritious snack of fruit with water or milk to drink was provided and a menu on display evidenced that healthy eating was promoted consistently. Fire drills were practiced regularly and discussion with the practitioners assured us children would be safely evacuated in an emergency.

Practitioners consistently ensure that children's health and safety is a priority.

2.2 How well do practitioners manage interactions?

Practitioners manage interactions using positive strategies.

Practitioners applied agreed procedures to promote positive interactions through celebrating good behaviour. Caring practitioners supervised the children well, for example at lunch time. Practitioners were good role models, for instance, saying please and thank you to children throughout the session. They frequently engaged with the children, for example, in the home corner or with the train track. They encouraged the children to take turns, for example with dressing up items. The Helpwr Heddiw system gave children the incentive to co-operate as they enjoyed having simple helpful tasks to complete. The person in charge told us that stickers were also used as rewards. Practitioners sensitively used distraction well to manage inappropriate behaviour.

Practitioners successfully manage children's interactions, helping the children to be cooperative and learn social skills.

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

Caring practitioners promote children's learning and development, providing a variety of interesting experiences inside and outdoors.

Practitioners were caring, nurturing and responsive to children's needs. We observed them frequently interacting with the children, creating a relaxed atmosphere and helping them to engage with activities. They asked children questions to help them get the best from the activities for example, completing craft activities and making suggestions such as building additional train tracks. Practitioners were confident and relaxed having the qualifications and professional development to perform their roles.

Practitioners kept a record of children's progress and used the information to inform the planning; for example providing an activity to practice the use of scissors to help those children who needed it. A good variety of activities was observed in areas set out such as dinosaurs, stickle bricks, painting, blocks and home corner. We also saw photos of children's work around the theme of This is Me and Nursery Rhyme Week. Children had participated in interesting activities such as playing with shaving foam, apple printing and decorating biscuits. Practitioners had provided opportunities for children to learn mathematical skills, looking at large medium and small objects, and practicing writing skills. Parents had provided comprehensive information about their child at the point of registration including their preferences. This meant that practitioners met children's needs, for example, they knew of any allergies and dietary requirements. Practitioners provided children with opportunities to use and experience the Welsh language. This was achieved as Welsh phrases were used occasionally, with singing, and conversational Welsh. The person in charge works in school with the same children in the morning, which provides consistency and helps children to feel secure.

Practitioners effectively promote children's learning through providing a play environment with interesting activities and they meet children's needs.

3. Environment

Summary

Leaders provide a secure environment and evaluated written risk assessments ensure all practitioners are aware of how to keep children safe. Children are supervised well by knowledgeable practitioners. Leaders also provide an environment which is varied, stimulating and suitable for the children. The quality and variety of the resources are good.

Our findings

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

Leaders ensure the environment is safe and secure.

All areas were safe and there was no unauthorised access as the outer doors were locked and visitors were recorded in the visitors' book. There were risk assessments showing practitioners knew the hazards and how to manage them. A safety gate was in place to prevent children entering a kitchen area and electrical items had been tested to ensure their safety. Children were supervised constantly both inside and outdoors.

Leaders have effective systems to ensure the environment is safe.

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

Leaders ensure the environment is suitable for the ages of the children attending.

All areas were well decorated and maintained, light bright and child centred. There was ample play space and areas of play were set out at child height for them to access easily. There was a good variety of activities to promote children's overall development. We observed well resourced areas such as a graphic table and home area. Child sized chairs and tables were used. The outdoor area included a covered yard with many suitable items to play with including ride on toys and chalking. We saw children playing on a larger yard briefly to run around.

Leaders consistently ensure the environment is well equipped, and stimulating.

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

Leaders ensure the resources and equipment are varied, clean and of good quality.

Toys and games were clean and in good order and stored in labelled boxes at child's height. This made sure that children could help themselves and tidy toys away independently. The equipment and furniture was suited to the ages of children attending, including large blocks, dressing up clothes and books. There were sufficient resources in storage to rotate toys and books. We also observed multicultural resources and books. The management committee had raised funds for new resources and new outdoor equipment had been recently purchased.

Leaders successfully ensure the quality and appropriateness of resources and equipment.

4. Leadership and Management

Summary

The leadership is experienced, knowledgeable and strives to provide a quality service. Self evaluation is effective and improvements are made considering all involved. Practitioners are managed well and leaders ensure they have sufficient on-going training, support and resources. Partnerships with parents and others are effective for the benefit of children and their families.

Our findings

4.1 How effective is leadership?

Leaders have a clear vision of the service, which is shared with parents.

Leaders had a sense of purpose and expectations to promote improvement and good outcomes for children. The Statement of Purpose was comprehensive and included all the information required for parents to choose what kind of service they required for their child. We observed a happy, competent and well supported workforce who had a good rapport with children. We saw consistent good practice throughout the service and practitioners worked well as a team. Leaders ensured legal obligations were met such as public liability insurance. Up to date registers were seen which also recorded which practitioners were in attendance. Previous CIW recommendations had been considered and acted upon.

Leadership is effective and results in good outcomes for children.

4.2 How effective is self evaluation and planning for improvement?

Leaders promote a positive culture of self evaluation. There is on-going review and development of the service.

Leaders and practitioners know their service well and promote an ethos of continuous self evaluation and improvement. There was ongoing reflection by leaders and an annual formal review using questionnaires for parents was completed. These questionnaires also included a section for children's views. Parent's views were respected as we saw a parent's suggestion to consider improving the outdoor space and consequently, new storage and toys have been purchased to make such improvements. Strengths and areas for development are identified and action taken to maintain performance and implement change.

Leaders know the service well and consistently improve practice.

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

Leaders have systems in place for managing practitioners and resources.

Leaders ensure practitioner recruitment is well managed to meet the needs of the whole group. Registers include the names of the practitioners who cared for the children and evidenced that there is always more than sufficient numbers of practitioners employed. Relief practitioners were available to cover absences ensuring consistency for the children. All practitioners had current Disclosure and Barring Service checks in place. We spoke to

practitioners who confirmed they had a good experience during their employment. We saw evidence that practitioners had attended all mandatory courses.

Leaders have effective and successful systems for managing and recruiting practitioners.

4.4 How effective are partnerships?

Leaders keep parents informed about the service and have important partnerships with them and other agencies.

Leaders and practitioners were approachable and communicated openly with parents. They had a good rapport with parents and relevant information was shared with them at home time. All the information required to provide for each individual child was obtained by parent's written information and by sharing information verbally daily with parents. Returned questionnaires from parents included many positive comments such as children love to attend; children had made friends and children are safe. Parents wrote that there was good communication and they felt supported. Close relationships with the school staff were apparent as resources were shared and one of the registered persons was the head teacher who showed her support by being involved with the inspection process. Practitioners work with outside agencies if required to ensure children have the best support to meet their needs.

Leaders successfully ensure partnerships with parents and others benefit the children and have positive outcomes for them 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 made two recommendations:

- to find an alternative, such as using individual anti-bacterial wet wipes or wash hands in the sinks for cleaning children's hands before eating rather than using a communal bowl and
- to review and date the written risk assessments to evidence that they are reviewed at least annually.

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 13 December 2018 from 12.50 – 16.00.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children and two practitioners;
- inspected the areas used and
- reported our findings to the registered persons.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Sandra Morris Janet Rowlands
Person in charge	Sandra Morris
Registered maximum number of places	25
Age range of children	3 – 4 years
Opening hours	Monday to Friday during school term time between 11.30 and 15.15
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	11 December 2015
Dates of this inspection visit(s)	13 December 2018
Is this a Flying Start service?	No
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 service does not provide an 'Active offer' of the Welsh language. This is 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.
Additional Information:	

