



Childcare Inspection Report on

Twinkle Tots

**Twinkle Tots
Old Garnlydan Primary School
Commonwealth Road
Garnlydan
NP23 5ER**



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Description of the service

Twinkle Tots is a playgroup registered with CIW (Care Inspectorate Wales) to provide day care for up to 28 children between the ages of two and three years. The service is part of the Flying Start programme, which delivers free child care places in specific catchment areas. The large room from which the playgroup runs is part of a demountable building which also houses professional support staff and a community room where child focused groups operate. Children have easy access to an enclosed, well planned and spacious outdoor area. The playgroup runs from 9.15 am to 11.45 am, five days each week and is closed during school holidays. There are two Responsible Individuals (RIs) who have overall responsibility for the group on behalf of Blaenau Gwent Borough Council. The Person in Charge (PiC) manages the group on a day to day basis. This is predominantly an English language service. Basic Welsh is introduced through songs and incidental phrases.

Summary of our findings

1. Overall assessment

Twinkle Tots actively promotes children's well-being and development. Children are able to take part in a very good range of interesting, meaningful activities both indoors and outside. They are able to access excellent resources and make decisions about their play. Children have formed warm and secure relationships with the staff; staff know them very well and are able to provide them with very effective support. There are positive relationships with parents who feel their children are developing well and value the contact they have with the playgroup. Staff work very effectively with the Flying Start team so that the children and their families receive appropriate support. They are enthusiastic about their roles, feel well supported and keen to further their professional development. There is an ethos of continuous evaluation and improvement to ensure the service develops and experiences for children are positive.

2. Improvements

The playgroup has made a number of improvements since the previous inspection. These include:

- More effective transition arrangements for children into school;
- children clean their teeth daily as part of the Designed to Smile scheme;
- the outdoor area has been improved and
- staff have continued to develop their professional knowledge and skills by attending relevant training.

3. Requirements and recommendations

We found the service was not compliant with respect to the regulations in relation to:

Suitability of workers: The RIs had not always followed suitable recruitment procedures; for one member of staff, only one reference had been sought, rather than two as is required by the regulations.

We made some recommendations in order to develop the service. These are discussed within the body of the report and detailed towards the end of the report.

1. Well-being

Summary

The playgroup provides a very positive experience for children. They are able to come to the group already familiar with the staff and develop close relationships with them, helping them to feel secure and settled. Children develop because they are able to make their own choices from a very good range of purposeful activities designed to help promote their individual skills and they receive very good levels of support from staff. Consequently they are active, happy and involved.

Our findings

1.1 To what extent do children have a voice?

Children can choose which activities they would like to do and can select toys and equipment from a very good range of resources. We saw children could make decisions about what they wanted to play with and whether they went outside or stayed indoors. Staff respond to the children's preferences and develop their ideas and interests, which helps increase the children's involvement in the activities. For example, some children were particularly enjoying the planting area; staff helped them find the watering cans and they had great fun watering the flowers. We saw children were invited to take part in whole group activities, such as story time, but could choose not to if they preferred. We heard staff talking to children about what they would like to do and inviting them to choose the songs at singing time. Children are offered a choice of foods at snack time. Staff asked them if they would like any more and they could leave what they didn't want. Parents commented in their questionnaires returned to the group that they felt their children had a good variety of foods for their snack.

Children's feelings and needs and their right to make choices are respected and valued.

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

Children are secure, happy and relaxed. The playgroup uses a number of strategies to help children settle, feel secure and cope with separation from their parents. A "Tiny Talkers" session is run by some of the staff each week for children aged between one and two years which means they know most of the staff before they start at Twinkle Tots. Children are able to attend their first session with their parents and the family support worker and health visitor, with whom they will be familiar, attend their first session. The group implements an effective keyworker system, where each member of staff takes responsibility for forming close relationships with a small group of children and their parents. We did recommend that staff also take responsibility, when possible, to attend to their key children's intimate care needs to help strengthen their sense of security. We saw children moved throughout the play spaces confidently and

approached staff easily if they needed anything, taking their hand and sitting on their laps. They were cuddled, shown lots of attention and received smiles, praise and words of encouragement from staff. For those children who needed extra support, techniques such as picture cards were used as cues to help them understand what would be happening next and help them feel secure. Children are beginning to make friends. One parent said in their questionnaire that her child *“loves coming and playing with [their] friends”*. Another commented their child *“has started to make friends.”*

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

1.3 How well do children interact?

Children are developing their social skills in line with their age and stage of development. Children co-operate with staff, for example, by following the correct hand washing procedure, and enjoy taking part in group circle time activities such as singing and reading stories. They are gently and skilfully encouraged to, for example, sit safely on their chairs or to be careful with the mud as *“it could hurt your friends.”* Stickers are given as rewards to help promote their self esteem; we saw the children were proud to receive some as a thank you for looking after the plants. They followed the staff’s lead in using good manners and enjoyed the opportunity to sit around tables together to eat their snacks, engaging with staff about what they had enjoyed so far that morning. Questionnaires show that parents feel that since starting at the playgroup their children *“play better with others”*, have developed their *“social skills with their peers”*, are learning *“patience and rules and boundaries”* and *“new skills like playing alongside others and sharing”*. They also feel their children’s behaviour has improved since attending Twinkle Tots, adding comments such as they are *“showing more willingness to listen and share”*.

There is a positive, caring atmosphere and children are well supported to manage their feelings, cooperate and develop their social skills.

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

Children can spend time on activities that interest them, enjoy themselves and explore their environment. The majority of each session is given over to free play and during our visit we saw children choosing from a variety of activities that had been planned around their individual needs and interests both indoors and outside. We saw children having fun on the bikes, taking their time to balance on the beams, building sandcastles and looking for worms in the soil. They concentrated on their play dough creations and were very involved in their water play. Some children loved crawling in the tent to share stories with a member of staff, whilst others practised throwing balls and pushing their babies in their prams. They enjoyed adult-led singing and circle times and liked choosing items from the bag as part of the group activity. We could

see that children enjoyed and benefited from the high level of interaction from the staff. Cards from parents show that they feel their children had enjoyed their time at the playgroup and *“have had lots of fun”*, and *“enjoyed every single day.”*

Children are very engaged and interested in the activities provided.

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

Children experience a range of well planned, meaningful play opportunities and are well supported by staff, which helps promote their learning and development. Activities are set up in line with children’s individual needs in order to promote specific skills. Children are well supported by staff who engage in their play and promote their learning through thoughtful conversations about their activity and/or singing songs. They are able to manage their own food at snack time with staff sitting with them to assist them to pour their own drinks, help them with putting their food in the recycling caddy and help develop their social skills. Children enjoyed counting how many of them were around their table, discussing the colour of their toothbrush and pointing to different parts of their body. We saw children confidently accessing their washrooms and staff were on hand to encourage them with their hand washing skills. Resources are placed so children can find what they need easily and boxes are clear so children can make their own decisions. Questionnaires returned to the playgroup show that parents feel their child is developing a great deal. One parent stated that their child has *“learned so much and has come on loads.”* Another commented on how their child’s *“language/pronunciation have got better.”*

Children are able to take part in activities which promote their learning, acquisition of skills and independence.

2. Care and Development

Summary

Staff are well qualified, experienced and enthusiastic. They follow robust systems to ensure children's welfare is promoted. They implement effective systems to monitor and assess children and design meaningful activities which will promote their development. Staff create good opportunities for children to develop a healthy lifestyle. They give warm and sensitive care and have consistent and realistic expectations of children. Very good systems are in place to ensure that children with additional learning needs receive suitable levels of support.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Children are kept safe and well because overall, staff have a clear understanding of their role in protecting children and implement suitable systems, policies and activities to promote their health and welfare. Staff are generally up to date with current child protection procedures because they have attended relevant training and are confident of the processes they would follow. However, staff we spoke with were not familiar with Prevent duty, which is new Government legislation designed to protect children from radicalisation. We recommended that staff raise their awareness of this and that information on Prevent is included in the child protection policy. The playgroup is taking part in the Healthy and Sustainable Pre-School Scheme, which is a scheme designed to promote and protect all aspects of children's health. Staff told us they have completed sections on physical play, nutrition and oral health. As part of this they took part in training to give them ideas for more physical games and activities with the children. We saw children enjoying healthy snacks of fruit and cereal, with milk or water to drink. The snack menu shows that children are able to enjoy a good selection of healthy foods. Parents rated the quality of snacks provided very highly and their comments show they feel their children "*have lots of variety*". We discussed children having easy access to drinks throughout the session. The PiC told us that they had provided a water station previously but had needed to review its use as it wasn't sturdy enough. The playgroup is currently looking into alternatives and hopes to set up another, more suitable water station as soon as possible. Nearly all staff have up to date training in food hygiene. The PiC ensures that only staff who have a current certificate prepare food so that appropriate procedures are followed. Good systems are in place to ensure that staff are aware of children with allergies. We recommended that the allergens in the food provided are recorded. Children are well supported with washing their hands, helping them develop healthy habits; staff help them follow the correct procedure and sing a song with them to encourage them take the appropriate length of time. Outside play forms part of each session; the playgroup provides appropriate wet weather clothes so the children can go outside even in inclement weather and hats if its sunny. Staff understand their roles around safely administering

medication and an appropriate form is used to record any given. The PiC told us that they would attend any specialist training if required but have not had to do so to date. The group takes part in the Designed to Smile scheme and we saw children cleaning their teeth with good support from staff to help them learn about good dental routines. Nearly all staff are trained in paediatric first aid and the correct ratios of children to appropriately trained staff are maintained at each session. The PiC told us those staff without paediatric first aid are booked onto an appropriate course. The accident book shows that staff respond promptly to accidents, use appropriate first aid following any minor accidents, give appropriate advice and parents sign to acknowledge entry. Logs of incidents are also kept. The PiC told us that as a staff team they are aware of the accidents that occur; they would be mindful of any recurring accidents and would take appropriate steps to address any issues identified. We suggested a record of reviews of accidents is kept as a more formal audit. Following the inspection, the PiC told us that a log has been provided to help audit accidents and this will be completed regularly.

A suitable number of staff are appropriately trained and all staff implement the required policies and procedures to ensure that children's health and welfare is promoted.

2.2 How well do practitioners manage interactions?

Staff have realistic expectations of children. Strategies to manage children's behaviour are appropriate to their age and stage of development and are in line with the playgroup's behaviour management policy. The PiC and deputy told us they have attended a number of training courses on behaviour management and work very closely with the family support workers so that they use the same strategies in the playgroup as those which are being given to the families of the children who attend. This ensures there is a consistent approach between home and the playgroup which helps children to manage their behaviour more successfully. If children need extra support, staff work closely with parents and a written strategy is agreed. We heard staff giving children lots of praise, encouragement and high levels of interaction which help children stay involved and interested. Staff showed respect for the children, inviting them to take part in activities and asking them if they would like help. Acting as good role models, staff encourage children to undertake tasks such as tidying up and sit with them for their snacks to promote their social skills, supporting them to share the food and enjoy the interactions. Parents' questionnaires show they feel their children are developing their ability to "*play better with others*", describe how they have "*calmed down a lot*", and that their "*social skills with [their] peers has improved*".

Staff work closely together, and with other professionals and parents, to promote positive interactions between the children using consistent and appropriate strategies.

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

Staff ensure that children's well being and their developmental needs are a priority. They are motivated, well qualified and experienced, and work together closely to monitor children's progress and plan activities which will help promote their development. Key workers ensure that each week they have identified appropriate individual targets for their children to work towards. Staff meet weekly to plan purposeful activities which will allow children to work towards the identified targets. They make additional incidental observations of the children which help give further information about how they are progressing. Staff we spoke with were very aware of their key children's next steps, how the activities planned will help them progress and the involvement required from them to help children achieve their targets. These targets are shared with parents so they are aware what skills staff are focusing on with their children and activities to help their children at home are shared with them each week. Parents we spoke with and their questionnaires show they consider their children are making good progress at the playgroup, particularly in relation to *"developing language", "talking more, listening better, and singing"*. One parent said *"My child has learned so much"*. We heard the Welsh language being integrated naturally into the session through simple songs, incidental words and short phrases. Staff told us that a variety of festivals such as Chinese New Year are celebrated to help promote children's awareness of different cultures and we saw a range of resources to help children appreciate diversity and promote equality. We saw children receiving responsive and sensitive support. Their personal needs were attended to promptly. However, this is not always by their key worker. We recommended that this is reviewed so that children receive intimate care from their key worker to help strengthen their bond with them and increase their feeling of security. The playgroup works closely with other professionals such as health visitors, family support workers and speech and language therapists. This ensures that children receive the support they need and those children who have additional learning needs are able to receive effective one to one support.

Staff have the qualifications, experience and motivation necessary to promote children's play, learning and development successfully and ensure they receive high levels of support.

3. Environment

Summary

There are processes in place to ensure that the physical environment is secure and safe, although systems to review these could be more robust. The playroom is welcoming, stimulating and comfortable. The lay out and range of resources, equipment and facilities allows children to make choices, follow their interests and develop their independence. The outdoor area is well used and provides a well planned and exciting area for children to explore, play and learn new skills.

Our findings

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

Overall, The RIs and PiC ensure children are able to enjoy a safe and secure environment. Rooms are accessed via fobs which are only given to child care staff; the front door is operated via a buzzer so staff can control who is able to enter and a record of visitors is kept. The outdoor play area is fenced and CCTV has been installed. This ensures the building and outside area are secure. General safety and maintenance checks for the building, including heating systems, are carried out by Blaenau Gwent Borough Council. However the smoke alarm check had not been completed accurately and it took some time for the playgroup to locate the periodic electric check. We recommend that the systems for monitoring these checks are reviewed so that the RI can be assured that they are undertaken appropriately. Written risk assessments are in place but these were not kept at the playgroup and so could not be shared with staff so that they could be made fully aware of any hazards related to the premises and the steps taken to minimise the associated risks. We recommended that the risk assessments are reviewed to include additional issues such as water safety, heating and electric checks. Thorough daily checks of the premises are carried out and records kept so that any actions required to ensure children's safety take place promptly. Insurance certificates are up to date. Records demonstrate that fire drills are carried out on a regular basis and any issues identified are recorded. We discussed undertaking reverse drills with the children in the event of them needing to come inside in an emergency and the PiC identified that they should develop procedures in the event of an incident at the building. We noted that all play areas were clean and free from hazards, although we did discuss the steps in the outside play area with the PiC. The PiC told us the staff are aware of the potential risk and that they have not created any issues to date; there are plans in place to fence them off to help reduce the risk. An audit of infection control has been carried out and the PiC told us no concerns were raised, although they have introduced a cleaning rota where staff take responsibility for specific areas of the room; staff told us this is working well. The PiC is aware that this audit is due to be reviewed. There is a separate kitchen and the playgroup has been awarded a level 5 food safety rating from environmental health.

The RIs and PiC take steps to ensure the environment is safe although some improvements are required to ensure systems are suitably robust.

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

The RIs and PiC are aware of their responsibilities in ensuring the environment is suitable. The indoor room is light and spacious with plenty of room for children to move around freely. Different developmental areas are set up to create interesting spaces for the children and allow them to enjoy different types of play, such as role play, messy play and construction. Resources are clearly visible and children can reach them easily which helps develop their self help skills and encourages them to make their own decisions. A cosy book corner with a small sofa allows children space to relax and there is plenty of space for children to comfortably take part in whole group circle time activities. Children have their own coat hooks and pigeon holes with pictures of themselves to help them with their self awareness and make them feel welcome. We discussed displaying photographs of the children's families to help them feel secure and strengthen the link between the playgroup and their home. The PiC told us they had done this in the past with a "family tree" and is aware that this is something that would be beneficial to do again. We saw this was being implemented on our final visit. We also discussed ways to make the room feel cosier as it is quite large. The washrooms are located so children can access them by themselves, which helps promote their independence. The nappy change area is well equipped and allows children privacy.

The large outside area leads directly from the playroom and we saw children were able to access this freely. It is very well resourced and organised with well defined play areas with different surfaces to promote different types of play, and also allows children to take some risks in their play. For example, there is a newly set up mud kitchen, a music area, a large sand pit, balancing equipment and a slide on soft flooring, trikes and bikes on the concrete and a story telling area with wooden log benches on bark. Additional resources are set up on a trolley so children can help themselves easily. The area is fully enclosed and mainly level. We saw from the group's quality of care review report submitted to us in July 2017 that a number of improvements, particularly to the outdoor area, had been identified. Our visit showed that these have largely been achieved. The PiC is aware that some improvements, such as jet washing the soft flooring are ongoing. Staff told us further plans for outside include the development of a Forest School area. Improvements to the outside of the building were taking place following the inspection.

The RIs and PiC ensure that the environment is of a good standard and continually improving.

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

There is a very good range of age appropriate, high quality resources, furniture and equipment. The play resources help promote children's learning and development and meet their needs and interests. They are clearly visible and easily accessible to the children, which allows them to make choices, encourages their decision making and promotes their self help skills. There are resources and pictures to help children appreciate diversity and equality. Staff told us the new process of cleaning specific areas has allowed them to more clearly identify any issues with resources. The PiC informed us resource needs are discussed with staff at their supervision meetings and these are then raised with the RIs. The playgroup recently identified the need for more physical play resources and as a result has provided equipment such as balls, nets and seeds. The group takes part in a quality assurance scheme, part of which assesses the quality of the environment and provides signposts for improvement. Following the most recent assessment, the playgroup has ensured that all their chairs are the correct size for the children attending.

The RIs and PiC ensure that resources and equipment are of a high standard, are used effectively to meet children's needs and interests, and developments are made to help ensure continual improvement in quality.

4. Leadership and Management

Summary

The RIs, PiC and staff are committed to providing a very good service for the children which focuses on the children's individual developmental needs and their well-being. There are effective systems in place to ensure the continued development of the service. The views of parents are welcomed and the playgroup is looking into additional ways to capture children's views in addition to those used currently. Partnerships with parents and other professionals are very good.

Our findings

4.1 How effective is leadership?

Overall, the service is well run, actively promotes children's safety, development and well-being and the RIs and staff are committed to ongoing improvement. The non compliance we identified was rectified straight away and we are assured that the issues we identified with the safety checks and risk assessments relating to the building will be addressed. The RIs work closely with staff to ensure they receive good levels of support. This helps the playgroup run successfully and ensures its continual development. Overall, the policies are detailed and clear and we saw staff understand these and implement them well. The policies are shared with parents when they first visit the service together with the statement of purpose and information leaflet. Parents told us they found these gave them a clear picture of the service. We did recommend some additional information which could be included in the complaint policy and child protection policy to provide further clarity.

Overall, the playgroup is led by RIs who work effectively with the PiC and staff to create a positive atmosphere which focuses on ensuring good outcomes for children.

4.2 How effective is self evaluation and planning for improvement?

The PiC, staff and RIs are motivated to develop the service and there is a culture of continuous improvement. There are systems in place for self evaluation and improving quality. The PiC told us they are currently considering ways to more effectively capture the views of the children, possibly using pictures. They continually assess and monitor the children to help identify what they enjoy and to find ways to encourage them to access all the activities. Parents' views are welcomed using termly questionnaires, as well as questionnaires following termly consultation meetings, and the open door policy. The PiC told us a suggestion box has been used in the past and would like to re-instate this. The playgroup has undertaken a self-evaluation which shows how the service has developed over the past 12 months. We recommended that this report includes the views of parents, children and other service users to show how their views have influenced the development of the service. Areas for improvement are

identified through a number of different ways; we suggested these could be reflected in more detail in one developmental plan so parents can clearly see the improvements planned. Staff told us there is an effective system of sharing information from staff training to ensure information gained feeds into the development of the playgroup. The RIs and PiC work closely with the Flying Start team including the speech and language therapists and family support workers to support practice at the playgroup. The playgroup takes part in programmes such as the Healthy and Sustainable Pre-School scheme to help improve outcomes for children.

The RIs effectively draw on advice from other professionals and the views of parents and children to evaluate the service and plan for improvement, although systems to share information about improvements planned could be developed.

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

Management of staff and resources is good and the playgroup runs smoothly and efficiently. Staff have specific responsibilities for key areas such as health and safety and child protection, and are clear of their roles on a daily basis. This enables the staff to feel part of a team and helps the session run smoothly. Staff said they feel well supported and any support they may need is readily provided. They told us they found the monthly supervision meetings and the annual appraisal very helpful; the PiC makes observations of their practice and feeds back with positive comments and any improvements they could make. The meetings also help them to identify any training or extra support they may need and we found staff we spoke with were all very keen to develop their professional skills and knowledge to help improve and develop their practice. Recruitment procedures are not always robust to ensure that staff are suitable to care for children. We found that for one member of staff only one reference had been obtained. This issue was addressed following the inspection. A comprehensive induction system is in place which enables staff to feel confident in their roles with Flying Start. We did recommend that a short induction is also provided for staff which is specific to Twinkle Tots to ensure any areas specific to the playgroup are covered.

There are effective procedures in place to support staff and assist with their development in order to ensure good outcomes for children. However, the RI must ensure that suitable and robust recruitment procedures are always followed.

4.4 How effective are partnerships?

The service works closely with parents. When their child is one year old, parents are able to bring them to “Tiny Talkers” sessions in the community room where they can take part in planned activities and get to know the staff at the playgroup. This allows children to enjoy a positive transition into the playgroup. Before they start at the playgroup, parents are invited to share their knowledge about their child so that their

child's needs and preferences may be identified and appropriate plans to support them put in place. Parents told us that during this meeting they are provided with relevant information about the service and their questionnaires show they rate these meetings very highly. One parent commented on how much they value being able to feel happy with staff before leaving their child in their care. There are a number of systems to ensure continued good communication with parents. These include daily diaries, weekly identified targets, termly consultation meetings and PACT (Parent and Child Together) sessions, where parents are invited to a playgroup sessions and are able to enjoy the activities with their children. There is a large notice board in the foyer where parents wait to collect their children, which displays pertinent information such as the latest inspection report, the quality of care review report and useful facts about topics such as use of dummies. Parents we spoke with said they found the daily diaries really helpful and found the staff "fantastic". Their questionnaires show they find the feedback they receive very helpful and they value the PACT sessions. The playgroup works with the local schools to ensure they receive the appropriate documentation about each child to help with the transition process. For those children who need additional support, their key worker attends the school for initial visits with them. One of the group's priorities for improvement is to build stronger links with the schools to allow a smoother and easier transition for children. For example, the PiC has arranged for the nursery teacher to come to the playgroup to meet the children at the setting.

The playgroup works very closely with other professionals within the Flying Start team such as the health visitor to support staff in their practice and ensure children receive any specialist intervention required.

The service works very effectively with parents and other professionals to promote children's well-being.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance from this inspection

During this inspection we identified some concerns about:

- Regulation 28 (2)(b)(ii) - Suitability of workers: The RIs had not ensured that there was full and satisfactory documentation available in respect of each member of staff in line with Part 2 of Schedule 2 paragraph 34 (l)(1)

Following the inspection, the PiC confirmed that this information had been obtained.

5.3 Recommendations for improvement

- Ensure, as far as is reasonably practical, that the key worker attends to their key children's personal care;
- continue to look into providing a more robust water station for children so they can easily help themselves to a drink throughout the morning;
- ensure staff are confident in relation to Prevent and include information about Prevent in the child protection policy;
- provide additional induction training for staff when they join the service in addition to that provided when they join the Flying Start team;
- update the complaint policy to show how complaints subject to concurrent investigation would be handled and to reflect that parents can contact CIW at any time;
- ensure the risk assessment for the areas used by the children reflects all relevant hazards and is kept at the premises so is available to staff;
- review systems for monitoring checks on the building;
- ensure that the allergens in the food provided are recorded;
- provide a more detailed development plan so parents can see clearly how the service is hoping to improve and
- include how the views of parents, children and service users have influenced the development of the service.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. As part of the inspection we looked at practice surrounding a concern received.

One inspector undertook two main visits to the service, with a third visit to view documents not available previously.

- We observed the children undertaking their activities and the care provided by the staff;
- we spoke with parents and considered their comments in questionnaires returned to the playgroup as part of their quality of care review in order to ascertain their views;
- we looked at an extensive range of records and documents including staff files, accident records, policies and procedures, children's records and planning;
- we looked at the premises, risk assessments and other documentation relating to safety measures and took account of the security measures in place;
- we spoke with the PiC and staff present during the inspection to obtain their views and clarify information about the running of the playgroup and future plans and
- our findings were fed back to the PiC and all recommendations were discussed.

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
Responsible Individual	Judith Neads Natalie Hill
Person in charge	Paula Adams
Registered maximum number of places	28
Age range of children	2 to 3 years
Opening hours	9.15 am to 11.45 am, weekdays during term time
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	9 June 2015
Dates of this inspection visit	4 June, 5 June and 12 June 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?	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 the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's "More Than Just words" strategic guidance for Welsh language in social care.