



Childcare Inspection Report on

Robin Goch Flying Start Playgroup

**Darent Close
Monnow
Newport
NP20 7SQ**



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Description of the service

Robin Goch Flying Start Playgroup was registered with Care Inspectorate Wales (CIW) in September 2014 to provide sessional care as a Flying Start service in Monnow, Newport. It cares for up to 30 children during term time. It is overseen by a Responsible Individual (RI) and managed on a day to day basis by a Person in Charge (PiC). This is an English language provision which incorporates some Welsh into activities throughout the sessions.

Summary of our findings

1. Overall assessment

Children are happy and well cared for at the playgroup and take part in stimulating activities both indoors and outside. Children relate well with the staff caring for them. The staff team are enthusiastic, experienced and well qualified. They use their skills and knowledge to plan for and effectively meet the children's individual needs. Children benefit from a very good range of play and learning opportunities in a well-resourced playgroup.

2. Improvements

Following the inspection CIW were informed that a number of the recommendations discussed at the inspection had been actioned including;

- Potties now stored off the floor;
- relocation of the changing mat;
- existing injury forms now audited;
- key worker board updated with staff qualification;
- menu allergens displayed in entrance hall for parents to view;
- developed independence skills at meal times;
- purchased multi-cultural/ Welsh resources;
- reorganised oral hygiene time within session;
- paper work has been updated including recruitment records and
- employment history is recorded for all staff.

3. Requirements and recommendations

At this inspection the provider was not compliant with regulations in relation to some risks in the environment. However, the provider took immediate action to address this and we have not issued a non-compliance notice in respect of this matter on this occasion.

Recommendations have been made which are summarised at the end of the report.

1. Well-being

Summary

Children's views are valued and they are able to make lots of choices within their activities. Children are made to feel welcome and have formed good relationships with the staff. They are able to develop their self-help skills within play and tasks that build their confidence and self-esteem. Children enjoy a good range of activities both indoors and outside.

Our findings

1.1 To what extent do children have a voice?

Children have lots of opportunities to make choices and express their views. We observed them choosing toys and activities for themselves, both indoors and outside, such as water play, domestic-style role play, wheeled toys, stories and dressing up. Their language development was supported by staff who repeated and reinforced words, enabling children to express themselves. Children chose which fruits they wanted to eat at snack time and we observed chatty conversations throughout the session.

Children are listened to by staff and are able to make lots of choices within their activities.

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

Children are settled and confident in their surroundings with staff who know them well. They came into their session happily and started exploring the activities set out for them. We observed that children were confident in their play and indicated if they needed some support in their games. They enjoyed close adult attention, receiving lots of praise and encouragement. When a member of staff came outside, their 'key' child ran to her and gave her a hug. They then played together at the water stand, enjoying a quiet one-to-one conversation.

Children feel secure and comfortable in their care with staff who create a supportive and relaxed environment.

1.3 How well do children interact?

Children interact well in this service. We observed children comfortably playing alongside each other and as individuals, appropriate for their individual ages and stages of development. They were encouraged to take turns and co-operate in group activities, such as a game of identifying animal noises. Two children chatted and laughed with each other as they sat at the snack table. Another child was totally absorbed in their own imaginative play when decorating a biscuit during the language and play session.

Children's emotional security and well-being are enhanced by the positive relationships encouraged and modelled by staff.

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

Children are able to enjoy a good variety of activities which stimulate their interests and suit their age and stage of development. We saw that children's natural curiosity is encouraged by observant staff who noted and facilitated children's developing skills. We observed children randomly start looking at books in the reading area. An adult joined them and started reading. Three children were quickly engrossed in the story, joining in with the familiar parts and the conversation it prompted. Children are active and curious learners, able to explore and find out things for themselves. We observed a child following their own imagination, pouring water into and out of beakers, watching as the water went onto the dry ground.

Children are engaged, busy and enjoy their time at the playgroup with positive support from adults.

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

Children are encouraged to become independent. We observed that the children are supported to learn to use the toilet independently where appropriate. Aprons were close at hand and children could access these independently when undertaking messy play. Before going outside to play, children are encouraged to put on their own coats and outdoor clothing, and given the time and space to do as much as they can for themselves. Children were encouraged to help with tidying away the toys and appeared to thoroughly enjoy doing this. As resources were plentiful and well positioned throughout the playgroup, this enabled children to access them with a high degree of independence. Records clearly demonstrate how the children have developed during their time at the playgroup.

Children are very well supported by practitioners to learn, develop and become more independent.

2. Care and Development

Summary

Staff have the children's welfare and happiness at the centre of everything that they do. Relationships are warm and mutually respectful, creating a calm, safe and inviting environment in which children can play and learn. Staff are well qualified and undertake a significant amount of additional training to inform their practice.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The RI, PiC and staff are clear about their roles and responsibilities in keeping children safe and they promote a safe and healthy environment. There are a comprehensive range of policies and procedures to support and manage a safe child care service. We looked at the safeguarding policy and noted that it includes a statement about the Prevent Duty 2015, which is a responsibility to prevent children who attend child care settings from being drawn into extremism. We spoke with members of staff who were clear about what action to take in the event of a safeguarding situation. We found that risk assessments, including fire safety are in place to maintain a safe service, and drills are logged. Children benefit from a healthy snack at each session such as buttered toast, crackers with a selection of fruit and water or milk to drink. The menus are displayed for parents to see and dietary requirements are taken into account. Water is also freely available throughout each session. There is an effective recording system in place for accidents and pre-existing injuries. We observed staff modelling good social interaction and carrying out good health and hygiene routines. Snack time supported children's social skills development. Staff sat with the children, chatting about topics that were relevant to them, linking their home life to the playgroup. Children cleaned their teeth after snack while staff encouraged them with a familiar song.

The RI maintains good systems to promote children's health and welfare.

2.2 How well do practitioners manage interactions?

Staff manage interactions well. There are clear policies and procedures in place for dealing with unwanted behaviour. Staff offer gentle reminders to share and take turns, but we noted that there was very little need for adult intervention, as the children's behaviour was very good. Staff promote positive behaviour as they act as good role models and treat each other and the children with consideration and respect. We heard lots of praise and recognition of good work, effort and behaviour, which resulted in children beaming with pride.

Staff have a very good understating of managing children's interactions and as a result the setting is a happy and relaxed place to be.

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

The service provides care which is child centred and meets children's individual needs in a cheerful and caring atmosphere. We found a good range of activities, toys and resources that are suitable for the children who attend. This is an English speaking service and the Welsh language is promoted throughout the activities. The PiC explained how staff record observations of children's progress and use them to plan for their next steps in play and learning. We were shown observation records based on Flying Start systems in which staff note children's individual developing skills and interests. These feed into short and longer term planning for all children as individuals and within groups through activities and themes. Staff meet weekly to reflect on and discuss the observations and key workers adjust activities to meet children's individual needs. Each child has a daily diary updated ready for parents at the end of the session.

Children's play and learning are promoted by staff who use their skills and knowledge to meet their individual needs.

3. Environment

Summary

Overall, the RI ensures that children receive care in a safe, secure, stimulating and child friendly setting. Children are given a good range of resources and experiences that enhance their learning and development both indoors and outside.

Our findings

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

In general, the RI and staff take a measured and recorded approach to ensuring the environment is safe. Safety checks are carried out on a daily basis and maintenance issues are recorded and dealt with. The fire blanket and first aid kit were easily accessible to all staff. Safety maintenance certificates were in place and risk assessments were detailed and thorough. Insurance and safety check certificates are up to date. Records demonstrated that fire and evacuation drills are carried out on a regular basis. Entrance to the child care area is locked and staff were seen to be vigilant about visitors and potential intruders, and the outside play space is suitably fenced. We noted that all areas were clean. Some potential risks associated with the storage of pushchairs during the language and play session for parents and children were discussed and are been reviewed by the RI.

In general, the staff are clear and pro-active about their responsibilities for maintaining a safe environment for children.

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

The premises are bright and welcoming. Children are cared for in a designated play room and there is good access to toilets and the outdoor play space. The toilet facilities are child sized, supporting independence. We discussed nappy changing and toilet training management with staff and found that children's privacy and dignity is maintained at these times within a hygienic routine. We saw a good range of resources available and accessible that stimulate and interest children and meet the needs of their particular stage of development. Children can mostly reach activities of their choice for themselves. These included toys and resources from the labelled storage units or resources that are left out, such as vehicles, construction toys, small world and home corner and role play equipment. Children's learning is facilitated by experiential, hands-on activities such as play-dough, sand and water. A cosy cushioned areas is provided for reading, circle time and a separate sensory area. The play space is set out in learning and activity zones, in line with Flying Start principles with free flow between indoors and outside play.

Children are cared for in an environment which provides good play and learning opportunities.

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

Staff ensure that children have access to a wide range of quality resources that support their developmental needs. Resources are plentiful and are readily available, supporting children's independence and choice. Staff routinely cleaned surfaces showing their awareness of infection control. There were recorded systems in place to ensure resources and equipment are kept clean and well maintained. Resources and activities are checked in a daily visual risk assessment and more formally within risk assessments. Items are also checked for wear and tear as they are used, or tidied away after each session. Furniture is appropriate for the age of the children and of good quality. In the book corner there is a good selection of books and the children enjoy listening to a range of stories.

Staff maintain good routines to ensure resources are suitable for children's use.

4. Leadership and Management

Summary

Leadership of the setting is very effective. The RI and PiC fully engaged in the inspection process and were open and transparent throughout. Staff said the manager is supportive and approachable. She leads by example and acts as a good role model.

Our findings

4.1 How effective is leadership?

Leadership is good with effective monitoring systems in place. It is compliant with the relevant child care regulations and national minimum standards for registered child care providers. There is a comprehensive set of effective policies and procedures which are regularly reviewed and ensure all who use and work within the service are clear about roles and responsibilities. Record keeping is organised and structured and we were able to locate information with some ease. The PiC is conscientious and dedicated to providing a quality service. Information to parents regarding the service includes a summary of the main policies and procedure such as Settling In, Safeguarding and the daily routines. This information ensures that parents/carers can make an informed choice about using the playgroup and the practices and routines. The PiC works with a range of agencies to keep informed of best practice and this is reflected in the way in which the playgroup is managed and the positive outcomes for the children who attend.

Leadership is effective and the playgroup is well organised and provides a quality service.

4.2 How effective is self-evaluation and planning for improvement?

Children's outcomes are enhanced because the RI and staff are pro-active in taking a reflective and responsive approach to running the service. It is formally reviewed annually, the latest summary of which was completed and sent to CIW within the Self-Assessment of Service form. The annual quality of care review and subsequent report is detailed and informative. It provides clear information as to the RI's and PiC's vision of moving the service forward. The PiC engages with a range of agencies such as Flying Start and the local authority to evaluate the setting and further improve the service. Staff are well trained and supported and therefore aware of current best practice and this is implemented within the setting.

The RI and PiC have a clear vision for the playgroup and makes good use of self-evaluation and planning to inform this process.

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

There is a culture of continuous professional development which is modelled by managers. Staff working in the service are qualified and experienced and have access to ongoing training to improve their knowledge and practice. The team work well together, are aware of their roles and responsibilities and communicate effectively with one another. This helps ensure that the playgroup runs smoothly. Staff receive supervision or one to one

support sessions and the notes from the sessions have a reasonable level of detail. There are regular staff meetings and this supports the sharing of information and good practice issues. There is a small team of staff, but they are normally able to cover any absences from within the staff team. This ensures there is a continuity of care for the children who attend. Staff told us they feel well supported and encouraged to develop their professional skills and knowledge to help improve and develop their practice. Recruitment procedures are appropriate to ensure that the staff employed are suitable to care for children.

Management of staff and resources is effective and ensures the smooth-running of the service.

4.4 How effective are partnerships?

The staff work closely with parents and professionals to ensure the children's needs are met. Discussion with staff showed they know the children and their families well. We spoke to parents who all made positive comments about the care their child receives. These included *"My second child here, fab"*; that children had *"Settled well"* and that their child's *"Speech is coming on"* and *"Staff are great"*. Contact with professionals in the health and education sectors is effective and positive, and there are arrangements in place to facilitate good transition to the primary school. Parents are encouraged to take part in the Flying Start 'Language and Play' sessions which is an early speech and language programme. We saw that this was very well attended and parents told us they found it 'invaluable'.

Staff understand the importance of working in partnership to ensure that children receive the support they need.

5. Improvements required and recommended following this inspection

Areas of non-compliance from previous inspections

- None.

Areas of non-compliance identified at this inspection

- Areas of non-compliance identified at the inspection were immediately addressed by the RI and PiC and therefore the setting was fully compliant at the time of writing the report.

Recommendations for improvement

- Develop staff supervisions and appraisals and
- review the current storage arrangements of pushchairs during the Language and Play sessions to ensure that the environment remains safe.

6. How we undertook this inspection

This inspection was unannounced and undertaken as part of our normal schedule of inspections. Two inspectors carried out the inspection of the service over two days. We provided feedback of our findings to the PiC and RI at the end of the visit. Evidence for the report was gathered using the following methodology:

- Observations of care routines and practices;
- discussion with RI, PiC and staff;
- visual inspection of both inside and outside play areas;
- consideration of information held by CIW;
- feedback from three parents;
- sight of a range of policies and procedures and
- consideration of information held in staff personnel files and children's developmental files.

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

www.careinspectorate.wales

About the service

Type of care provided	Childrens Day Care Sessional Day Care
Responsible Individual	Emma Levy
Person in charge	Hayley Rawlings
Registered maximum number of places	30
Age range of children	2-3 years
Opening hours	9:00am-11:30am and 12:30pm-3:00pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	21 January 2015
Dates of this inspection visits	6 & 7 December 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?	The provider does not provide the 'Active Offer' in relation to the Welsh Language. An 'Active Offer' means providing a service in Welsh without someone having to ask for it. This is part of the Welsh language Policy to develop and strengthen Welsh language in services.
Additional Information: None	