



Childcare Inspection Report on

Ruabon Playgroup

**St Mary's School
Ruabon Community Centre
Park Street
Ruabon
LL14 6LE**



Date of Publication

8 June 2018

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Description of the service

Ruabon Playgroup is registered to care for 26 children aged 2 years 6 months to 4 years. The service opens daily during school term time from 11.30am to 3.00pm and operates from the community centre at St. Mary's School, Ruabon. The registered persons are Louise Bebbington Jones and Shirley Massingham. This is an English medium setting, Welsh is introduced occasionally.

Summary of our findings

1. Overall assessment

Children are confident, happy, polite and busy with suitable activities. Qualified practitioners are kind and capable and care for the children according to the policies in place. Practitioners prepare activities which help to encourage all aspects of children's development. The environment is ideal for caring for children and contains ample, good quality toys and games. Leadership is effective and organised.

2. Improvements

Children are able to be more independent as new child sized toilets and wash basin have been installed.

3. Requirements and recommendations

We found that the service did not meet legal requirements in relation to a practitioner's file. This did not affect the care of the children; therefore we have brought this to the attention of the registered persons and they must address the matter.

We also made four recommendations which can be seen in section 5 of this report. They are in relation to outdoor play, child protection training, telephone numbers and the statement of purpose.

1. Well-being

Summary

Children's well-being is ensured as they have a strong voice and feel safe and happy with the practitioners. They are confident learners and are developing skills to enable them to become independent.

Our findings

1.1 To what extent do children have a voice?

Children participate with confidence as they are consistently encouraged to express their opinions and choices.

Children were encouraged to choose where they wanted to play and expressed themselves well. Children made appropriate choices and decisions because they were aware of the options open to them. 12 children had a choice of 15 areas to play indoors, including playing with water and sand. We saw confident children who expressed themselves well especially when speaking with the practitioners.

Children are confident because they have choices and are listened to and respected.

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

Children feel safe and valued because they are familiar with the practitioners and have confidence in them.

Children were confident and clearly had close bonds with the practitioners. They separated well from their parents and were settled. Children gained a sense of belonging because many pieces of children's work were on display. Children were developing relationships and forming friendships as we saw children playing in the water together.

Children have settled well and are happy and valued.

1.3 How well do children interact?

Children are learning social skills and interact well.

Children co-operated well with their peers and adults. They were learning to share, for example with the equipment in the sand. Children interacted well and were generally sensitive to each other's feelings when negotiating to take turns with equipment. They were happy to help tidy away when asked by the practitioners.

Children interact successfully and co-operate very well with their peers and adults.

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

Children explore the environment freely and safely according to their stage of development.

Children were motivated and engaged in their play. They enjoyed their favourite activities such as drawing which helped their pencil control. They engaged enthusiastically with a well told story with actions, led by a practitioner. Children were chatting almost constantly with each other and practitioners which encouraged the acquisition of language.

Children enjoy learning through free play and planned activities led by the practitioners.

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

Children are developing a variety of skills and therefore growing in confidence to become independent.

Children have a good variety of experiences including self directed play that promotes their all round development. We saw children learning about colours and counting through play. Children helped themselves to items to play with and went to the toilet by themselves and washed their hands independently. They put their coats on at home time and one child could even close a zipper without help.

Children have a good variety of experiences, which enables them to learn various skills, and begin to become independent.

2. Care and Development

Summary

Practitioners keep children safe and healthy by adhering to the policies and procedures of the service. They are competent, suitably qualified and have received relevant training. They manage children's behaviour using positive strategies. Practitioners plan and provide a range of play and learning experiences supporting children's development.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Kind practitioners have training and knowledge required to keep children safe and healthy and they implement this so that children benefit.

Discussions with practitioners evidenced that they know the correct procedure to follow if they should have a concern about a child. None of the practitioners had completed safeguarding training within the last three years. Although there was a policy in place the relevant phone numbers for social services and other agencies were not easily available therefore recommendations have been made in relation to safeguarding. Children's health was promoted in a variety of ways. A snack of crackers was offered including water or milk to drink and practitioners told us about the healthy snacks offered daily. Tables were wiped clean before and after snack time. Children washed their hands before eating and after going to the toilet. The local environmental health department have awarded the service a Level 5 food safety award for food preparation. All practitioners had attended paediatric first aid training ensuring they know how to deal with injuries. Accident records were completed appropriately and parents signed to acknowledge receipt of the information. We saw comprehensive records of regular fire drills which evidence that children would be safely evacuated in an emergency.

Practitioners effectively keep children safe and healthy, fully utilising their knowledge to ensure children progress well.

2.2 How well do practitioners manage interactions?

Practitioners use distraction and other positive methods to good effect to promote acceptable and respectful interactions.

Practitioners understand child development, how this impacts on children's behaviour and they are role models of good behaviour themselves. Practitioners displayed respect and patience for the children. Distraction was used to good effect, for example, more children wanted to play in the water and they were guided towards other activities such as the play dough. Polite children said please and thank you at snack time indicating that they are learning how to relate to others.

Practitioners promote positive interactions by effectively using techniques children understand.

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

Caring and capable practitioners promote children's learning and development.

Practitioners were caring, nurturing and responsive to children's needs. They interacted well with small groups of children and individuals and asked them questions to get the best from the activities such as playing with the farm. Numeracy was encouraged when practitioners counted with the children when using peg boards.

Planning and areas of play were set out according to the Foundation Phase which encouraged children's all round development. Areas included sand, water, play dough, drawing, construction, books and dressing up. Children's individual needs were met, for example allergies were known and displayed as reminders to avoid certain foods. Story time encouraged children's imagination and singing helped the children use their language. Observational notes were kept which would alert practitioners to additional planning needed.

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

3. Environment

Summary

Leaders provide a secure and safe environment and written risk assessments ensure all practitioners are aware of how to keep children safe. They make sure children are supervised well by knowledgeable practitioners. Leaders ensure the environment is varied and suitable and 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.

Leaders ensured there was no unauthorised access as there was a locked entrance and a record of visitors was kept. All areas inside were safe and secure. There were written risk assessments evidencing that practitioners knew what the risks were and how to manage them, which had been reviewed in January 2018. For example, children were not allowed in the kitchen area and there were finger shields on all doors.

Leaders ensure the environment is safe and practitioners are aware of hazards and how to manage them.

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.

Leaders have ensured that there is ample play space and the environment was bright and well decorated. Areas of play and learning were set out at child height for children to access easily. Sturdy child sized chairs and tables were used as well as suitable toilets and wash basins to enable young children to use them independently. We did not observe outdoor play and the registered person present told us that no area has been identified as available for taking the children outside regularly. However the registered person told us that large play equipment is used in the room at times. The registered person agreed that outdoor play should be available and that discussions would take place with the school leaders to take this forward.

Leaders ensure the environment is child friendly and suitable.

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

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

Leaders ensured that all toys and games were clean and in good order. Equipment and furniture was suited to the ages of the children, including a fort, stencils and electronic tablets. Multicultural and diversity toys, pictures and books were also available including those of various nationalities and disabilities. Welsh labelling was also seen displayed in many places enabling practitioners to include the Welsh language occasionally.

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

4. Leadership and Management

Summary

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

Our findings

4.1 How effective is leadership?

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

Leaders have a sense of purpose and expectations to promote improvement and good outcomes for children. For example we observed a happy, competent and well supported workforce. We saw consistent practice throughout the service and practitioners worked well as a team. Leaders have always complied with any recommendations made and ensure legal obligations are met such as public liability insurance. There is a clear, reader friendly Statement of Purpose but the contact details for the group needs to be added. All records were organised and easy to manage. A sample of registration forms evidenced that the practitioners have all the information required to provide child care.

Leadership has a clear sense of purpose which 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 ongoing review and development of the service.

Leaders and practitioners know their service well and promote a positive culture of continuous self evaluation and improvement. Their Annual Review of Quality of Care contained much information about the service including areas of good practice and plans for improvement such as obtaining the views of parents more frequently. The registered person told us that leaders are applying for a grant to obtain more digital equipment.

Leaders know the service well. Strengths and areas for development are recognised and action taken to 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 had employed practitioners who were well qualified and knowledgeable in their roles. We observed practitioners had a comprehensive knowledge of the children which enabled them to promptly meet their needs and they had a gentle and kind manner. We inspected a sample of three practitioners' files and two contained the required information but a file for an assistant only contained training certificates but there was a Disclosure and Barring Service check in place for all practitioners. We also spoke to practitioners who

confirmed that they had a good experience and enjoyed their employment. Leaders had completed annual appraisals for two practitioners and documentation was seen to evidence this.

Leaders have systems for managing recruitment, identifying training needs and working with practitioners but one file needs completing.

4.4 How effective are partnerships?

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

Practitioners were friendly and approachable and a good exchange of information was observed when parents dropped their children at the service. Written information to parents was comprehensive and included occasional letters as well as the initial information at the point of registration. Parents could speak to practitioners daily and had an opportunity to feedback their opinions annually in writing using a questionnaire. Relationships with school leaders ensure favourable outcomes for the children.

Leaders ensure that partnerships with parents, the school 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 informed one of the registered persons that they were non compliant with the following regulation;

The Child Minding and Day Care (Wales) Regulations 2010, 28.

This is because there was no complete file for one practitioner. We did not issue a non compliance notice as we did not find evidence that this had an impact on the well-being of children. The matter must be addressed.

We recommended the following;

- for an outdoor play area to be identified and used regularly;
- the practitioners should complete a safeguarding course;
- contact numbers for the relevant child protection agencies should be easily accessible and
- the statement of purpose needs to be updated with contact numbers for the group.

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 30 April 2018 from 12.00 – 15.40.

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 one of 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	Childrens Day Care Sessional Day Care
Registered Person	Louise Bebbington-Jones Shirley Massingham
Person in charge	Louise Bebbington-Jones
Registered maximum number of places	26
Age range of children	2 years 6 months – 4 years
Opening hours	Monday – Friday during school term time 11.30 – 15.00
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	13 March 2015
Dates of this inspection visit(s)	30 April 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
Additional Information:	