



# Childcare Inspection Report on

**Gillybeans Playgroup**

**Old School  
Wine Street  
Llantwit Major  
CF61 1RZ**



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## **Description of the service**

Gillybeans Playgroup registered in April 2002 to care for 24 children. The registered person and person in charge is Gillian Holton. They cater for children between the age of 2 to 4 years and provide a morning wrap around service for children attending the local school. They operate between the hours of 9am and 12pm for most children and offer care during the lunch period before afternoon school starts, Monday to Friday during term time. An afternoon session runs between 1.15 and 4pm when there are sufficient numbers of children. English is the main language of care and the service does not offer the 'Active Offer' in relation to the Welsh language.

## **Summary of our findings**

### **1. Overall assessment**

Children who attend the play group have a clear voice. They are able to take part in a good range of planned and spontaneous activities that promote development, are interesting and fun. Children enjoy their play and learning and interact positively with one another. Children make progress and have opportunities to do things independently. Staff are warm, friendly and supportive. They promote children's learning and development through the planning of a variety of fun activities. Leaders appropriately ensure that the environment is clean, safe and secure. An appropriate range of stimulating resources is provided for the children to use. On the whole, the leadership at Gillybeans Play Group is good, although there are a few minor recommendations relating to policies and documents. The service has developed good partnerships with parents.

### **2. Improvements**

The registered person had enacted upon recommendations made in the last inspection. This included:

- activity plans included a daily focused activity and resources to enhance the provision and extend play had been considered;
- the behaviour management policy included some strategies to manage children's behaviour;
- some staff had attended training on behaviour management;
- hand washing was encouraged and good practice was seen to be followed;
- a nappy changing policy had been written which reflected recommended infection control procedures;
- times of arrival and departure were recorded on the children's attendance register;
- accident and incident records were completed appropriately.

Following the inspection the registered person confirmed that the broken fencing around the storage tank in the outdoor play space had been fixed and also that the telephone number for social services had been added to the child protection policy.

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

We also made recommendations to the provider in relation to policies, documents, access to resources and the quality of care report. These are detailed at the back of the report

# **1. Well-being**

## **Summary**

Children are happy and settled at this playgroup and have opportunities to develop their skills and independence. Children are comfortable with each other and interact positively with others. They are active and very much enjoy their play and learning.

## **Our findings**

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

Children are listened to and their attempts to communicate are valued.

Children exercised choice by choosing the toys that they would like to play with whilst freely exploring the indoor and outdoor area. This included stencils, colouring, magnetic blocks and cars and trikes. They also had a choice of chopped apple or banana and breadsticks at snack time and more was offered to those who wanted it. Milk or water was offered to drink. Children were encouraged to participate in general discussions and to join in with singing during circle time. For example, children chose to sing 'Roly Poly', 'Baa Baa Black Sheep' and then they talked of places they had been on holiday and camping trips.

Children have a clear voice.

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

Children are happy, relaxed and well settled at the service. They form positive attachments.

Children appeared happy and settled as they freely explored the areas and smiled and laughed as they played. We saw that children had good relationships with the staff caring for them as they were at ease and relaxed. A number of children confidently approached us to say hello and show what they had been doing. This showed that children felt safe in their surroundings. Children were very pleased when they were awarded stickers for their good behaviour during the fire drill.

Children are evidently safe and happy.

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

Children interact easily with their peers and with staff and are learning how to manage their emotions and behaviour.

We saw children and staff chatting and laughing together making good eye contact throughout. We saw many examples of children playing together and taking turns, such as when they played with the trikes. Children were polite and said please and thank you when prompted. Children showed that they were able to co-operate and joined in with activities when copying the actions to the songs they sang. Children happily made up their own games or were enjoying playing alone by themselves; they freely joined in as and when they wanted to.

Children co-operate well with each other and with staff at the playgroup..

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

Children are actively engaged in their play and learning.

Children enjoyed a mix of free play and planned activities through the session and the freedom to choose meant that they remained happy and engaged. On the whole, children were engrossed in different forms of play and spent a good length of time for their age focused on what they were doing. For example, chalking on the playground and when painting pictures. Children generally showed they were happy and enjoying themselves by giggling and laughing whilst they played; such as when the children pretended to be snapping crocodiles. There was some very energetic and lively singing along to 'Incy Wincy Spider' and the 'Turtle Song'.

Children very much enjoy their play and learning.

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

Children enjoy a good variety of experiences which promote their all-round development. They are happy to try things and do some tasks independently.

Children washed their hands before snack and lunch and either unpacked their lunch box themselves or were offered some support. Children independently visited the toilet. Photos evidenced the children having taken part in a range of activities, including some focused on the war and celebrations of different occasions like St David's Day and Easter. Children had been learning about plants and vegetables by growing different things for a local gardening competition. Following the inspection the children were awarded first place and attended a ceremony where they were presented with a shield by the mayor.

Children are learning, developing and becoming more independent.

## **2. Care and Development**

### **Summary**

Staff are positive role models for children and help to create a comfortable and fun atmosphere which is conducive to learning.

### **Our findings**

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

Staff are knowledgeable about safeguarding and encourage healthy life styles. Policies and procedures are in place to enable staff to keep children safe.

Staff had attended safeguarding training and could talk about the process of raising or escalating a concern. The child protection policy, whilst generally comprehensive did not contain social service's telephone number or information about what to do if an allegation was made about the leaders of the service. A clear policy was in place in relation to the 'Prevent strategy' which detailed the appropriate safeguarding procedures to follow. Staff had attended first aid training and there was a system in place for recording any incidents or accidents. Parents had signed the accident logs as well as staff. Staff ensured that children washed their hands before and after lunch. Children brought packed lunch or a dinner from the school kitchen and staff reinforced healthy eating during lunch and made positive comments to the children about the choice of food that they had brought to playgroup or how important it was to eat healthily. The Designed to Smile programme was followed to teach children the importance of tooth brushing in maintaining good oral health. Staff counted children when moving between the indoor and outdoor areas and we observed them practise a fire drill. Staff told children to partner up and hold onto a strap to guide them out of the building. The evacuation was completed within their given target time of three minutes and was undertaken considerably quicker than the last drill which was therefore a great improvement, although there was still room to improve on the evacuation time.

Staff follow policies and procedures well in order to keep children safe and healthy.

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

Staff are positive role models for children.

Staff spoke to the children in a warm manner and were attentive towards them, providing encouragement, support and reassurance throughout the session. Staff used positive language and readily praised the children. Staff encouraged children to participate. For example, when one child showed an interest in the scooters, staff offered one for them to have a go on. This ensured that staff kept children engaged interested, whilst also feeling welcome and included.

Staff manage interactions appropriately.

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

Staff create a warm nurturing environment and provide children with a variety of play and learning experiences that encourage them to have fun whilst learning and developing.

Staff had knowledge of the children in their care, their likes and dislikes, needs and general abilities. They were attentive to the children's needs. For instance they offered water to keep the children hydrated during the hot weather and offered tissues for runny noses. Staff made suggestions to children and encouraged them to think and make connections. One example of this was during a painting activity when staff asked the children questions about what reminded them of summer so that they could relate this to their 'summer paintings'. Staff used rhymes to signal to children when they were moving onto new activities so that children understood what to expect next to aid the transition of one activity to another. Staff had recorded when children had shown evidence of certain skills, such as being able to snip with scissors and were actively tracking children's progress.

Staff support children's play and learning well and competently meet their individual needs.



### **3. Environment**

#### **Summary**

Leaders ensure that the environment is safe, clean and regularly maintained. The service is bright, colourful and well decorated. Children can freely access a suitable range of toys equipment and resources.

#### **Our findings**

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

The building is secure and is maintained as part of the premises maintenance programme.

Children accessed the room by the front entrance which was used exclusively by this service. The front door to the room was kept locked and monitored by staff. Visitors had been asked to sign the visitors' book. Fire equipment, gas and electrics had been recently checked and maintained by the owners of the premises. Whilst the registered person said that she knew that the maintenance had been carried out she did not keep copies of the checks for her own records to evidence that this work had taken place. The outdoor play space was bordered by a secure fence and wall. Part of the fencing around a tank in the garden was broken and had sharp edges. This was discussed during the inspection and the registered person asked the caretaker to fix the fencing during the inspection visit. Two of the radiator covers were broken and in need of minor repair.

Leaders appropriately ensure that the premises are safe for children.

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

The premises are welcoming and friendly and suitable for children to play and learn in.

The service's room had been generally zoned according to the principles of the Foundation Phase to encourage different forms of play and learning. This included a messy play/dining area, a carpeted area for stories and circle time and a role play area. Some resources were placed around the room within the children's access and a sufficient supply of child-sized furniture. Displays had been created and many photographs of the children were on the wall as a reminder of what the children had taken part in. The areas were clean and well maintained. The outdoor area was well kept and was decorated with planters of things that children had grown such as lavender, mint, lettuce, corn, tomatoes, strawberries, carnations and lilies.

Leaders adequately ensure that the environment is suitable for children's use.

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

Children are able to play with a range of toys, resources and equipment.

The toys and resources were clean and of decent quality. These included a wooden dolls' house and. There was a good range of outdoor toys in sufficient quantity to avoid children having to share, such as cars, trikes, hoops and balls. Most of the resources were stored in various cupboards around the premises and were not easily accessible or visible to the children, although staff said that children knew what was available to them. Staff said that

toys were cleaned on a weekly basis, or as needed. The registered person said that resources were steam cleaned at the end of term in readiness for the new start in September.

Leaders appropriately ensure that the service is resourced with good quality toys and materials.

## **4. Leadership and Management**

### **Summary**

Leaders at the playgroup ensure that the service is well run and correctly staffed. They are offered opportunities to participate in the planning of activities.

### **Our findings**

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

The registered person runs a service that is compliant with the regulations and often exceeds the national minimum standards.

The service had a statement of purpose that reflected the service provided to parents and children. Contact details however, had not been added. Policies had been reviewed annually and dates of review noted. Staff said that it was a positive environment within which to work and they felt well supported by the leaders. Public liability was in place which was valid.

Leadership at this service is strong.

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

Leaders evaluate their service. Leaders are keen to obtain feedback and to improve the service provided.

Leaders had a self evaluation system in place, which included questionnaires for parents. A comments and suggestions box was in place which parents were encouraged to use. Children's views had been obtained during circle time and a questionnaire. Staff contributed their views through staff meetings, supervision and appraisals.. A quality of care report was produced in July 2017. Leaders had considered the feedback and parental suggestions were referred to in the report. Overall, the report was largely a narrative account of what had taken place over the year rather than evaluative of the views gathered. General ideas for future improvement were noted, such would "*like to purchase more resources*" and to "continue staff training" but this was not specific. Leaders had also completed and returned the Self Assessment of Service Statement (SASS) part one and two as is required.

Leaders are striving to make improvement to their service and they evaluate the care that they provide in an appropriate way.

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

Leaders ensure staffing ratios are maintained and that staff have opportunities to reflect on their practice.

Registers of attendance showed that staff ratios were maintained and during the inspection staffing ratios were exceeded. Staff files showed that recruitment processes were generally robust although employment history had not been sought for two staff members. Staff attended regular supervision sessions. Annual appraisals had been undertaken with staff

which met regulatory requirements but could have been more meaningful had staff given examples to illustrate some of their responses and expanded on one word answers.

Leaders successfully ensure that competent staff are employed and ratios are consistent.

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

Leaders and staff enjoy positive relationships with parents. Parents receive information about the activities that children take part in during their time at the playgroup.

Leaders had sought information about children's needs and preferences prior to them starting. Contracts were in place but the registered person had not signed all of them. Brief informal feedback was given to parents or grandparents on collection. The registered person offered an 'open door' policy where parents could speak to staff at the end of the session should they need to. Newsletters were sent home every half term to inform parents of the planned themes and activities so that they were aware of what to expect. A noticeboard in the reception hall also detailed the daily activities and the snack for the day, although this had not been updated on the day of the visit. We spoke to parents who told us that their children enjoyed attending the playgroup and that they were satisfied with the service provided to them.

Leaders have developed strong partnerships.

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

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

None

### **5.2 Recommendations for improvement**

We recommended that the registered person should:

- ensure the broken radiator covers are fixed;
- include in the child protection policy an explanation of the procedure for staff to follow in the event of an allegation being made about the leaders of the service;
- consider ways in which children have sight of, and have better access to, the resources that are stored in cupboards;
- ensure that all contracts are signed by both parties;
- ensure that the quality of care report is more evaluative of the children's, staff and parents' views;
- obtain copies of maintenance records/documents undertaken by the premises owner to evidence that the work has been carried out;
- ensure that employment history is requested from staff as part of the recruitment process.

## **6. How we undertook this inspection**

The inspection took place over four hours. This was an inspection as part of the planned schedule.

- two inspectors carried out the inspection;
- we made general observations of the interactions between the staff and the children attending the service and undertook an observation using the SOFI 2 tool;
- we held conversations with two parents of children attending the service and questionnaires were provided for other parents to fill out and send to us, if they so wished;
- we spoke to staff members working for the service, including the person in charge and left staff questionnaires for them to complete, if they so wished;
- we viewed records and documents including: the attendance register, children's contracts, policies and procedures, accident and incident records, medication records, the service's statement of purpose; and
- we performed a visual inspection of the rooms of the areas used by the service;

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## 7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Gillian Holton
Person in charge	Gillian Holton
Registered maximum number of places	24
Age range of children	2 to 4 years
Opening hours	9am to 12pm and between 1.15 and 4pm, if numbers are sufficient
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	26 January 2015
Dates of this inspection visit(s)	10 July 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?	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, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	