



Childcare Inspection Report on

Mochdre Playgroup, Conwy

**Mochdre Infants School
Station Road
Mochdre
LL28 5EF**



Date of Publication

28 June 2018

Welsh Government © Crown copyright 2018.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Mochdre Playgroup is registered to care for a maximum of 26 children. The playgroup opens Monday to Friday during term time between 12.30 and 15.00 and is held in Mochdre Infants School. English is the main language used. Rhian Haf Pleass is the registered person and Ruth Davies is the person in charge. The service is part of the Flying Start initiative for two year olds and also offers Early Years Entitlement the term after children reach their third birthday and is also inspected by Estyn.

Summary of our findings

1. Overall assessment

This is a busy service with active, happy and relaxed children. Practitioners are experienced, qualified and have a good rapport with children. A varied programme of activities is carefully planned and offered for the benefit of all children. The varied environment is safe and suited to the care of children which provides them with opportunities to exercise and also is a stimulating environment, especially outdoors. The leadership and management of the service is supportive, efficient and successful ensuring that children and their families have valuable experiences.

2. Improvements

Since the previous inspection;

- Stability for the group has increased as a permanent contract has been awarded to the person in charge;
- Children enjoy more activities outside because the area has been improved.

During this inspection we recommended that more than one emergency contact number should be obtained for each child. We received information that this had been done before the report was complete.

3. Requirements and recommendations

None

1. Well-being

Summary

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

Our findings

1.1 To what extent do children have a voice?

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

Children expressed themselves well and made appropriate choices and decisions because they could explore their environment freely to choose the activities on offer, including making their own pictures through cutting and gluing. There was a free choice of activities especially outside including mark making in the "Language House" or playing with large trucks. Children were listened to and their choices respected for example when they expressed their preferences at snack time.

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

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

Children feel secure, happy and valued.

Children were content, spoken to kindly and reassured by practitioners when necessary, for example when a child who was unsettled on leaving their parent. They settled within two minutes with cuddles and support from a practitioner. Children were familiar with the routine and allowances were made for those who needed extra support. Children comfortably approached practitioners, for instance when wanting to engage with a fishing game. Photos of children around the service helped to give the children a sense of belonging.

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

1.3 How well do children interact?

Children interact very well with each other and the practitioners.

Children were learning to share and listened to others, for example when they were asked to keep their plates and cups after their snack. Older children were becoming self aware and learning how to express themselves appropriately. Children took care of equipment and resources for instance when they used the correct pens for writing on the whiteboard.

Children interact very well and have learnt valuable social skills.

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

Children enjoy their play and learning.

Children were motivated and fully engaged in their play and learning. They were able to explore their environment freely and safely. Children enjoyed dressing up and were proud

to show off their special dresses. We observed a child concentrating when making “beans” from the play dough or mark making with a pen on the whiteboard. Children had great fun hiding in large boxes outside and noticed how some children fitted better than others.

Children enjoy the activities provided and have a sense of achievement.

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

Children are learning, developing and becoming independent.

Children had a good variety of experiences including unstructured play enabling them to gain skills and be independent, for example, using the climbing frame outside with the minimum of support. Children had a sense of achievement and an enthusiastic “I did it” was heard when a child learnt to use a pair of scissors. They were confident and eager to talk about recent events and what they had done such as planting various vegetables. We saw one child completing a complicated jigsaw and some could put on their coats without help. Children independently went to the toilet and washed their hands and practitioners helped if needed.

Children are developing well and are encouraged to become independent.

2. Care and Development

Summary

Practitioners keep children safe and healthy by adhering to a number of policies and procedures. They manage interactions successfully using positive strategies. They are caring, nurturing and responsive to children's needs. A variety of interesting activities is planned and provided to promote children's learning and development. Practitioners meet children's individual needs because they know the children and their families well and have attended necessary training.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners keep children safe and healthy.

Practitioners understood and implemented policies and procedures for the service. Discussion with a practitioner showed that they knew the safeguarding process to follow should they have concerns about a child. Training certificates evidenced they had completed safeguarding training and the necessary contact numbers were on hand. All practitioners had current paediatric First Aid qualifications and accident forms showed incidents were dealt with appropriately and parents were informed and signed the records. Practitioners ensured that children had the opportunity to be physically active outside daily if possible. We observed a healthy snack of cheese, crackers and fruit with water or milk to drink, evidencing practitioners promoted healthy eating principles. We observed the snacks were prepared and served using procedures to avoid cross contamination such as disposable gloves and aprons. The brushing of teeth was observed according to the principles of the Design to Smile programme to promote oral hygiene. Fire drills were practiced regularly with the school and discussion with the practitioners assured us that children would be safely evacuated in an emergency.

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

2.2 How well do practitioners manage interactions?

Practitioners manage interactions successfully using positive strategies.

Practitioners promoted positive behaviour well through celebrating good behaviour. They praised children often, for example for saying please, thank you and for helping to tidy toys away. There was a poster to give practitioners visual reminders of how to manage behaviour. Practitioners showed respect for children's views and managed behaviour according to the policy in place. Any disagreements between children were dealt with immediately to avoid escalation and resolved using reasoning and distraction. Practitioners were good role models, for example saying please and thank you to children through out the session.

Practitioners manage children's interactions well, helping the children to be co operative and learn social skills.

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

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

Practitioners constantly interacted happily with the children, creating a relaxed atmosphere and helping them to engage with activities. A folder of photos evidenced children were given particular tasks and problems to solve such as how to make a home for the hungry caterpillar and other creepy crawlies. This extended their reasoning and encouraged imaginative thinking encouraging confidence to solve problems. We saw planning according to the principles of the Foundation Phase, and observation on individual children were noted and practitioners were able to use these to inform their planning of activities.

The Welsh language was promoted through the use of Welsh songs and words used frequently by practitioners and there was also much Welsh labelling of items and phrases to remind practitioners. A variety of activities was evidenced with photos of the children engaged in painting, chalking outside, having a party, enjoying a play tent and messy foam play. We observed children playing with large boxes outside, using them imaginatively and some painted the chalk board with water. A fishing game helped children to learn how to recognise numbers and children used the climbing frame and slide. Practitioners taught children how things grow as we were proudly shown potatoes, beans, carrots and peas by a child. Practitioners met individual needs as they knew the children well, for example they knew children's favourite activities. They also worked in the school and knew the families well.

Practitioners successfully promote children's learning through providing a play environment with interesting activities.

3. Environment

Summary

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

Our findings

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

Leaders ensure the environment is safe and secure.

All areas inside and outside were safe and there were comprehensive risk assessments evidencing practitioners knew what the risks were and how to manage them. A review of risk assessments had been undertaken to ensure the environment was maintained and was safe. Leaders ensured that children were supervised as they went from one area to another and all visitors were required to sign the visitors' book after being admitted through the school. Practitioners were able to be extra vigilant as there was a list near the door of those adults who had been approved to collect the children.

Leaders have robust systems to ensure the environment is safe.

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

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

Leaders have ensured there is ample play space both inside and outdoors. Areas of play were set out at child height for them to access easily in the nursery classroom. Welsh labelling was used with helps in brackets for pronunciation and we observed a home corner and cosy area with comfy seating for reading books. Child sized chairs and tables and outdoor seating were used. The outdoor area included a mud kitchen, tables and benches, sand play and a "Language House" containing books and writing materials. There were small toilets and wash basins to enable children to use them independently. The outdoor space was used to best effect to enable children to benefit from regular exercise and fresh air.

Leaders ensure the environment is exceptionally well equipped, child friendly and stimulating.

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.

Toys and games were clean and in good order. Equipment and furniture was suited to the ages of children attending, including outdoor equipment such as a sturdy climbing frame and mud kitchen. There were plenty of consumables such as painting and craft items.

There were Welsh books and we saw book which reflected other cultures. The recycling of food was learnt incidentally after snack as children placed any unwanted food in a special table top bin.

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

4. Leadership and Management

Summary

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

Our findings

4.1 How effective is leadership?

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

Leaders have a sense of purpose and expectations to promote improvement and good outcomes for children. All policies were reviewed November 2017 and the Statement of Purpose included all the information required for parents to choose what kind of service they require for their child. We observed a happy, competent and well supported workforce. We saw consistent practice throughout the service and practitioners worked well as a team. In the temporary absence of the person in charge the deputy was competent and very capable. Leaders ensured legal obligations were met such as public liability insurance. Written information was held for each child which was comprehensive and most records included more than one contact number for parents and carers. However this was not the case for every child but we have received information that this is now complete. This reflects how eager the leaders are to comply with any recommendations made.

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 on-going 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 quality of care report contained much information about the service including areas of good practice and plans for improvement. Some areas for improvement had already been acted upon, such as developing the outdoor area. Leaders now want to improve the indoor classroom with the help of the nursery teacher.

Leaders know the service well. Strengths and areas for development are recognised and action taken to maintain standards and constantly 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.

We inspected a sample of practitioners' files and saw robust recruitment processes were followed ensuring practitioners had the relevant experience and qualifications. All practitioners had current Disclosure and Barring Service checks in place as evidenced by a

written list. We also spoke to practitioners who confirmed they had a good experience during their employment. Three practitioners cared for ten children ensuring that the recommended adult to child ratios were exceeded and that children had ample attention from relaxed practitioners. We saw evidence that practitioners had attended all mandatory courses such as first aid plus others such as Physical Literacy.

Leaders have effective and successful systems for managing recruitment, identifying training needs and working with practitioners to improve performance.

4.4 How effective are partnerships?

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

Leaders and practitioners were approachable and communicated openly with parents when required. We observed a list of practitioners with their photos on a notice board for parent / carers to see. Parents can speak to practitioners daily and have an opportunity to feedback their opinions annually in writing using a questionnaire. Leaders support children providing them with experiences to help transition to school. For example, children visit the school to help them accustom and children could see older children playing outside. Leaders also communicate and collaborate with the school for example, work completed on the outdoor area. Some practitioners also work in the school and have a good knowledge of the families who use the service.

Leaders successfully ensure partnerships with parents and others benefit the children and have positive outcomes for them and their families.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None outstanding

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 17 May 2018 from 12.30 – 16.20.

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 three practitioners;
- inspected the areas used and
- reported our findings to the registered person.

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
Registered Person	Rhian Pleass
Person in charge	Ruth Davies
Registered maximum number of places	26
Age range of children	2 – 4 years
Opening hours	Monday – Friday 12.30 – 15.00
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	26 January 2015
Dates of this inspection visit(s)	17 May 2018
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	No This service does not provide an 'Active offer' of the Welsh language. This is because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.
Additional Information:	

