



# Childcare Inspection Report on

**Hafod y Wern Playgroup**

**Hafod y Wern School  
Deva Way  
Wrexham  
LL13 9HD**



**Date Inspection Completed**

10/10/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
<b>Good</b>	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
<b>Adequate</b>	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
<b>Poor</b>	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

## Description of the service

Hafod y Wern Playgroup offers sessional day care and operates from a building within the grounds of Hafod y Wern Community Primary School, Wrexham. Jonathan Stumpp is the responsible individual and Valarie Morris is the person in charge of the day to running of the service. The opening hours are Monday to Friday from 9:15- 11:45 and 12:15- 14:45, term time only. The service is registered for a maximum of 56 children between the ages of 2-3 years. Flying start places are available.

English is the main language of care with Welsh promoted. This is a service that does not provide the Welsh language 'Active Offer'.

## Summary

Theme	Rating
<a href="#">Well-being</a>	Good
<a href="#">Care and Development</a>	Good
<a href="#">Environment</a>	Good
<a href="#">Leadership and Management</a>	Adequate

### 1. Overall assessment

Children are happy and enjoy attending the service. They are learning to take turns and co-operate and are developing a range of skills including independence. Staff are nurturing and care for children in a safe, highly suitable environment with a range of good quality toys and resources. Leaders are experienced and have created positive relationships with parents and other organisations. However, stronger leadership is needed in order to ensure all regulations are adhered to.

### 2. Improvements

Since the last inspection:

- Leaders have bought a new slide and large shed for outdoors;
- new toys have been bought, for example small world toys and puzzles;
- art and craft supplies have been replenished, and
- staff have attended training.

Following this inspection we were sent:

- an updated statement of purpose but a minor amendment is still required;
- additional information from staff files, including one staff appraisal;
- the quality of care review but amendments are needed in order to fully meet requirements, and

- confirmation in writing, by the responsible individual, that the staff member with the expired disclosure and barring service (DBS) certificate will not work with children until the DBS certificate has been processed.

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

We have advised the responsible individual that improvements are needed in relation to the quality of care review (regulation 16), staff suitability checks, (regulation 28), staff supervision (regulation 29) and the provision of information (regulation 31). Notices have not been issued on this occasion, as there was no significant impact for children using the service. However, we expect the responsible individual to take action and this will be followed up at the next inspection.

We made recommendations in relation to free flow access to the outdoors, adding review dates to policies, fire drills and the statement of purpose.

# 1. Well-being

**Good**

## Summary

Children are consistently listened to, enjoy their play and express their needs well. Established routines and positive relationships enable children to feel secure and comfortable. They interact well and take part in activities that promote their all-round development.

## Our findings

Children's wants and needs were highly valued. For example, some children chose to complete puzzles or take part in small world play, whilst others gravitated towards the music and sang along to nursery rhymes. They chose what they wanted to eat and drink at snack time and those who expressed they did not want to join in with certain activities were consistently listened to and their choices respected.

Children were familiar with the well-established routine, which enabled them to feel secure and comfortable. For example, nearly all children arrived happily, hung their coats up and immediately sat down to take part in registration. Children had positive bonds of affection with the staff, which was seen when they enjoyed cuddles and sat on laps during story time. Parents we spoke to told us their children enjoyed coming to the service and were very happy.

Children interacted well for their age and stage of development. They responded positively to staff, each other and us. For example, the children clapped when their friends did something well, they listened to and followed instructions and they brought us their favourite stories to read. Children were learning to be resilient and could cope with disappointment, which we saw when two children wanted to sit on the same chair. Others were supported to share toys such as the sand tools and some were able to say thank you with prompting.

Children were highly motivated and could influence the activities they took part in. For example, children helped themselves to instruments as they excitedly danced and sang songs. Toys from the role play area were allowed to be moved and combined with other resources which children enjoyed doing with the dolls and books in particular. Outside, children thoroughly enjoyed riding trikes, balancing on plastic beams and pushing prams around with smiles on their faces.

Children had access to a wide variety of experiences, including self-directed play, which enabled them to gain a good range of skills and be independent. For example, children persevered to complete puzzles, they developed their social skills by interacting and playing with others and they were encouraged to do things for themselves such as putting their coats on, brushing their teeth, washing their hands and drinking from lidless cups.

## **2. Care and Development**

**Good**

### **Summary**

Staff understand and follow procedures which keep children healthy and safe. They are nurturing and manage interactions well. Staff successfully meet children's individual needs and plan a good variety of experiences which promote their play and learning.

### **Our findings**

Staff followed effective procedures which kept children healthy and safe. Children and staff attendances were written down, which ensured everybody could be accounted for in the event of an emergency. All staff held up to date training certificates in child protection and an appropriate safeguarding policy was in place with staff knowing whom to notify, should there be a concern about a child. Accident/incident records were recorded accurately and were shared and signed by parents, and most staff held up to date paediatric first aid training certificates. Good hygiene practices were followed, all staff held food safety certificates and healthy lifestyles were effectively promoted. For example, staff provided a four-week healthy menu, they encouraged daily teeth brushing at the service and they ensured children had daily access to physical outdoor play. However, fire safety could be improved by leaders conducting fire drills more regularly.

Staff had a good understanding of child development and as a result managed children's interactions and behaviour well. For example, staff gave clear instructions which enabled children to understand what was expected of them during activities such as teeth brushing, snack time and tidy up time. Positive behaviour was celebrated when children used their manners or were kind and staff were good role models. Staff were sensitive to the needs of individual children and supported them well during transition times.

Activity planning showed leaders provided engaging activities for the children and our observations showed they supported them well to develop a range of skills. For example, staff provided children with daily sand/water play, and encouraged them to practice their hand-eye co-ordination and fine motor skills as well as developing their social and emotional skills. We saw the Makaton language programme used appropriately, with staff offering visual clues to the children, which supported their communication skills. Staff tracked children's development effectively by keeping a record of individual achievements and this was used to plan future learning. Staff were caring, nurturing and met children's individual needs successfully. For example, staff cuddled children when they needed reassurance and understood their individual needs and abilities well.

### **3. Environment**

**Good**

#### **Summary**

Leaders provide a secure environment for children and understand how to keep them safe. They offer a highly suitable premises and provide clean, developmentally appropriate toys and resources which inspire play and learning.

#### **Our findings**

Leaders successfully provided a secure environment for children and all staff were fully aware of their responsibilities with regard to the safety of children. For example, the outdoor areas were enclosed, the main entrance to the service was locked at all times and we were asked to sign in on arrival. Written risk assessments were appropriate and were reviewed annually showing how leaders reduced or eliminated potential risk for both the premises and during activities undertaken. Leaders ensured children were supervised well and they met the appropriate staffing ratios at all times.

Leaders ensured the premises was highly suitable, providing a rich environment for play and learning. For example, the room was welcoming, wall displays were stimulating and staff celebrated children's achievements by attractively displaying their work. Staff ensured the whole environment provided a wide range of engaging play opportunities with facilities that enhanced children's well-being. For example, the layout of the room, including low-level storage, enabled children the freedom to select resources of interest and create their own play. We saw this when a child found some tree branch rings, combined them with the wooden blocks and then went and found the vehicles to create her own imaginary world. The outdoor play space was used daily. However, staff could promote the outdoors further by leaving the door open and allowing children free flow access. Furniture was appropriately sized which enabled children to eat comfortably and cosy areas with soft furnishing were available for quieter activities.

Effective procedures ensured toys and equipment were clean and in good condition. This included daily cleaning of the building and toys and resources were regularly deep cleaned. Staff ensured play items were developmentally appropriate and inspired learning. For example, the role-play area contained items, which matched 'real' household products such as a metal toaster, wooden highchair, metal pans and a disused telephone. This enabled children to explore the objects and understand the world around them. Staff successfully promoted children's curiosity by providing them with loose parts/natural objects such as pinecones, dried flowers and magnifying glasses. This also enabled staff to develop children's senses and encourage imaginative thinking.



## 4. Leadership and Management

**Adequate**

### Summary

Leaders are experienced, knowledgeable and have developed effective partnerships. Self-evaluation takes place, resources and some documentation is appropriately managed. However, more effective leadership is required to ensure the service operates in line with our regulations.

### Our findings

Leaders were hard working, experienced and put children's well-being first. Most aspects of the service were managed appropriately but more support was needed from the responsible individual to ensure all regulations were adhered to. Policies were understood and followed by all staff but they needed review dates adding and needed to be made available to parents, should they wish to see them. The statement of purpose was not available on the day. However, following the inspection, this was provided and accurately reflected the service, needing only a minor amendment. Leaders had not notified us of events such as the opening hours changing and closure of the service due to staff training, which they are required to do by regulation. Staff worked well together, were generally happy in their role and attended regular training courses, which developed their knowledge and skills.

Leaders took our constructive feedback on board and immediately addressed some issues identified during inspection. Questionnaires had been sent to parents to gather their views and all four returned were extremely positive. However, the annual quality of care report had not been completed, which is required by regulation. Following the inspection, this was sent to us and included the service's strengths and areas for development. For example, staff planned to improve the outdoor area. However, the report did not fully meet requirements because it did not include improvements made as a result of views gathered.

Some aspects, such as resources and children's records, were managed well. For example, staff ensured children's individual records contained all required information and resources were well organised. However, leaders could be managed more effectively to ensure they are fulfilling their role. For example, staff supervisions had not taken place since February 2019 and annual appraisals were three months out of date, both of which are required by regulations. The responsible individual told us arrangements would be put in place, to ensure these issues were addressed to meet the legal requirements. Staff files contained most required information, showing appropriate recruitment systems were followed; missing documents were sent to us following the inspection. However, a staff member's DBS certificate expired on the day of inspection, which did not meet our regulations. The responsible individual took immediate action by deciding that this member

of staff would not work with children until the DBS had cleared and this was confirmed in writing.

Leaders had developed effective partnerships with parents and other organisations such as flying start and designed to smile. They were committed to keeping parents well informed through verbal feedback at pick up time and newsletters. Parents' meetings were also offered at the beginning and end of the year. Parents we spoke to were very happy with the care their children received and we found staff valued the strong partnerships they had established.

## **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:

- Leaders provide children with free flow access to the outdoor area;
- adding review dates to policies and risk assessments;
- fire drills are conducted more regularly;
- the statement of purpose contains the number of children they are registered for.

## **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 from 9:05-12:30 on Thursday 10 October 2019.

We:

- Observed practice and the care being provided by staff;
- inspected the environment, toys and equipment;
- spoke to the children, staff and two parents/carers;
- read four questionnaires sent out by the service;
- spoke to the person in charge;
- looked at a wide range of records including the statement of purpose, policies, procedures, two staff files, four children's records, and
- provided full feedback to the person in charge via telephone on Thursday 17 October 2019 and provided summarised feedback to responsible individual via telephone on the same day.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Jonathan Stumpp
Person in charge	Valerie Morris
Registered maximum number of places	56
Age range of children	2-3 years
Opening hours	Monday – Friday 9:15- 11:45 and 12:15- 14:45 term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	25 October 2016
Dates of this inspection visit(s)	10 October 2019
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, or intend to use their service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

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