



# Childcare Inspection Report on

**Bradley Playgroup**

**Bradley Village Hall  
Glan-Ilyn Road  
Bradley  
Wrexham  
LL11 4BB**



**Date Inspection Completed**

18/12/2019

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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

Bradley Playgroup operates from within the community centre in Bradley, Wrexham. The registered committee have nominated Claire Harrison and Vervaine Edwards as responsible individuals and Alexzandra Newland as person in charge of the day to day running. Care is provided from 9.15-11.45am, Monday — Thursday term time only. This extends with a Playgroup Plus session Monday — Wednesday 1.45am-2.45pm from January to July term time only, if there are sufficient numbers to allow this to be financially viable. Playgroup delivers Funded Early Education and is registered for the 30 hour Childcare Offer. Playgroup is inspected by Estyn. Places are available for children aged 2 years 3 months to 4 years. The service is registered to care for up to 19 children at any one time.

English is the main language. This is a service that does not provide the Welsh Language 'Active Offer'.

## Summary

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

### 1. Overall assessment

Children have opportunities to make choices and decisions and their needs and interests are known and considered during planning so they can follow their interests. Children are happy and settled, they enjoy learning through play, interacting well with their peers and other adults. Staff keep children safe and implement effective policies, procedures and routines. They promote a healthy lifestyle and manage interactions well through using appropriate praise and encouragement with the children. Staff plan appropriate opportunities for children that supports their learning and development. The environment is safe, secure and provides a suitable space where children can play and learn indoors and outside. Resources are of a good quality and consideration is given to ensuring there is a balance of natural materials and plastics. Leaders are committed and manage their service well. They use self evaluation effectively to make improvements and have developed a good team of staff. Leaders are actively involved in the service and positive partnerships are developed with parents and the local community.

## **2. Improvements**

Improvements identified during this inspection include;

- The review of registers to include parent helpers and children visiting the service;
- walk route plans completed as part of risk assessments for when children go on walks in the local area, and
- the complaints policy now includes a path for parents to follow should they wish to raise a concern.

## **3. Requirements and recommendations**

None

# 1. Well-being

**Good**

## Summary

Children's well being and development is at the heart of the service. They make choices and decisions about how they spend their time and feel safe and happy in their surroundings. Children interact well and are provided with opportunities that support their development and promote their social skills.

## Our findings

Children had a voice and their interests were known and considered during planning. Children were confident to communicate and make their needs and ideas known. Those who were yet to develop verbal language expressed themselves using non verbal cues, knowing it would be understood and responded to. Children made decisions about how they spent their time. They had access to a range of activities that they happily choose from and they moved around deciding where and who to play with.

Children arrived happy and most were excited to play and see their friends. Children were familiar with the staff and helpers and obvious strong bonds had been formed, which helped the children to feel secure. Children knew the routines and environment and they felt comfortable in their surroundings, which supported them in feeling safe and having a sense of belonging.

Children interacted well. They played happily and cooperatively alongside each other. They were becoming aware of others and learning to share the resources and space. For example, a group of children played with the pretend tools and fixed things together. Children followed the routines and simple requests enthusiastically. For example, when asked to sit on the mat for registration and during tidy up time. Children enjoyed each other's company and the company of the staff and adults at the service. There was lots of chatter and smiles as they played together

Children were all actively involved in an activity they enjoyed. Children played and used their imagination and developed their skills as they took part in interesting activities. For example, cutting pictures out of magazines to make a list for Santa and using empty cardboard boxes to enhance their play in the small world garage by making a bridge. Children were able to focus for an appropriate length of time for their age and stage of development. For example, a child was very interested in finding out how the pegs worked. They sat, watching an adult show them and then had a go themselves.

Children had opportunities and were encouraged and supported to be independent. For example, putting their own belongings away, accessing resources and facilities and self registering on arrival. Children were able to develop as they had age appropriate and

interesting resources and activities. Children had access to areas of learning which were appropriately equipped with exciting opportunities and experiences. These encouraged them to use their imagination and be creative in their play. For example, shiny pieces of ribbon, shells, wooden pegs and cardboard egg boxes were included on the loose parts table. Children confidently became independent as they knew the environment and routines and were provided with appropriate support and guidance that reassured them that they could try things for themselves.

## **2. Care and Development**

**Good**

### **Summary**

Staff are committed, caring and work together well to provide good support for the children. They keep children safe and promote positive interactions, supporting their communication and social skills. Staff plan exciting and interesting opportunities for children to take part in.

### **Our findings**

Staff had attended suitable training and were aware of the safeguarding procedures to follow should they have concerns about a child. They effectively implemented policies, procedures and routines to support them in keeping children safe. For example, checking the outdoor area and making sure the gates were secure before children went outside. Staff received up to date paediatric first aid training and records showed incidents and accidents had been recorded and shared with parents. A record was kept of children's attendance and regular fire drills were completed to help children and staff understand the procedure to follow in the event of an emergency.

Staff followed cleaning and hygiene routines to help the environment stay clean and prevent the spread of germs. For example, when changing nappies, promoting hand washing and wiping surfaces. Staff provided suitable snack choices, with milk or water to drink, which helped to promote and encourage children to lead a healthy lifestyle. Staff provided children with regular opportunities to be active. They planned for children to access the outdoor areas regularly, took them on walks and gave them space indoors where they could move around and be physical if they chose.

Staff were consistent in their management of behaviour and their promotion of positive interactions. They were good role models as they communicated appropriately with the children and supported their language development and social skills. Staff used positive praise well, with lots of positive words and celebrations such as, clapping and cheering to celebrate achievements seen and heard. This supported children in feeling valued and having a sense of pride. Staff had effective and appropriate routines and procedures in place that supported children in knowing what was expected of them and the routines. These proved to be very effective and children followed them really well. For example, children were happy and keen to help tidy up when asked and they responded well to the use of the bell and the visual timetable to understand what was going to happen next.

Staff knew children well and this allowed them to support their individual needs and development. They used planning appropriately to support children's learning, considering their interests and changing activities and topics so that children remained focused and enjoyed the activities. Staff completed observations on the children so they were aware of their abilities and could provide support when needed. Effective and age appropriate activities and opportunities that supported children to learn and develop skills were provided

by staff. Staff gave children opportunities and encouraged them to be independent and to try things for themselves before asking for help. For example, spreading their own butter on their crackers and those who were able were given the chance to pour their own drink at snack time.

### **3. Environment**

**Good**

#### **Summary**

The environment is interesting and an exciting place for children. It is safe, secure and welcoming for children, staff and visitors. The indoor rooms are spacious and offer children a variety of experiences and outdoors provides a suitable space where children can play and learn. All areas are equipped with good quality resources that are appropriate for their ages and stages of development, and which help to inspire children to play and learn.

#### **Our findings**

The environment was secure and procedures and routines implemented effectively helped ensure children were safe. For example, external doors closed and safety gates were used appropriately to stop children from entering areas they were not allowed, such as the kitchen. Leaders had completed risk assessments on all areas, activities and outings and these were reviewed regularly and changes made when needed. Visitors were recorded and registers kept. These and the recent changes to how staff, volunteers and visiting children were recorded helped to ensure everyone could be accounted for in an emergency. The outdoor areas were surrounded by secure fencing and gates kept closed and locked when children were outside.

The environment was clean, well maintained and provided a familiar and welcoming atmosphere where children felt a sense of belonging and were relaxed and comfortable. There was lots of space for children to move around, play and learn in as they had use of a large open space. Leaders ensured that the environment suitably met children's needs. They utilised all areas well to ensure children were able to work in small groups when necessary and access the outdoor play spaces with ease. The outdoor play spaces were child centred and offered a range of play and learning which helped children develop.

The environment was well equipped with good quality and interesting resources. The service had to be set up and packed away before and after every session, however, staff ensured they made the most of the available spaces and set up areas so they were familiar and exciting for the children. There was a good mix of plastics, natural and recyclable materials, which staff confirmed was something they were still working on. The room was laid out in line with the foundation phase philosophy with areas of learning. These were enhanced with interesting items to support children's learning and keep them interested. For example, tooth brushes in the paint and a loose parts table.

## **4. Leadership and Management**

**Good**

### **Summary**

Leaders are effective and committed to the service. They are supportive to staff and parents. Self evaluation is on going and changes made improve the care provided. Leaders have a good team of staff who work well together and positive partnerships with them and the local community benefit the children.

### **Our findings**

Leaders and staff were very committed and knowledgeable about the service they offered. This was effectively shared through a statement of purpose that included all the required information needed for parents to make a decision if it was the right care for them and their child. The committee played an active role in the service and were supportive, wanting to provide children with the best care possible. This was confirmed by the person in charge and the other staff member who said the committee were very helpful and available when or if needed. Policies and procedures were in place and implemented effectively. They were updated regularly and shared with staff and other stakeholders to show they were fully understood.

Leaders ensured self evaluation was ongoing and consistent. It was not only done when the quality of care report was due but also when they knew changes were imminent. Leaders tried to be aware and gradually implement expectations before the required time. For example, they were aware of the new curriculum and had started to implement changes ready for its launch. Views of others including children and parents were collected and evaluated so they could be considered during the self evaluation process. Questionnaires we inspected from parents were all very positive about the service, staff and care their child received. It was evident through discussions with leaders and staff that they were reflective and regularly evaluated the service and care they provided so the best possible experiences were available to the children.

Leaders managed staff well, with regular meetings being held so information could be shared and training needs identified and met. Staff files were complete and regular supervisions and appraisals were conducted. Leaders had developed a team of staff who worked well together and they shared the same visions and goals for the service. Leaders ensured staff understood their roles and responsibilities, which helped the service run smoothly.

Leaders ensured good partnerships with parents were developed. Parents were welcomed into the service and this was evident as they were seen to be comfortable approaching and talking to staff. Information was successfully shared through notice boards and letters, so parents knew what was happening. Parents were invited to be helpers at the service and be part of the committee so they could be fully involved and understand the day to day running of the service.

Good partnerships and relationships were developed with the local school, which aided transition. Leaders and staff made effective and meaningful use of the local community to support children's learning. Staff regularly took children on walks, train rides and visits to local places of interest such as the library.

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

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

None

**5.2 Recommendations for improvement**

None

## 6. How we undertook this inspection

This was an unannounced full post registration inspection undertaken as the service reregistered as a charity and as part of our schedule of inspections. One inspector visited the service on 16 December 2019 from 10:30 to 12:00 and 17 December 2019 from 9:15 to 12:30.

We:

- Inspected a range of documentation including, risk assessments, policies and procedures, registers, two staff files and children's files;
- observed practice and completed observations to evidence the children's engagement and the care being provided by staff;
- spoke to the children, staff, person in charge and one of the responsible individuals;
- inspected areas used by the children, and
- gave feedback to one of the responsible individuals, person in charge and staff member on 17 December 2019.

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 Full Day Care
Responsible Individual	Vervaine Edwards Claire Harrison
Person in charge	Alexzandra Newland
Registered maximum number of places	19
Age range of children	2 years 3 months to 4 years
Opening hours	Monday to Thursday between 9.15am and 11.45am Extending to Monday, Tuesday and Wednesday between 11.45am and 2.45pm if numbers increase in January.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First since re-registration
Dates of this inspection visit(s)	16 and 17 December 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	Yes
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 children who use, or intend to use the 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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