



## Inspection Report

**Gresford Playgroup Ducks and Ducklings**

**The Cedar Rooms  
All Saints School  
School Hill  
Wrexham  
LL12 8RW**



**Date Inspection Completed**

11/12/2020

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## About Gresford Playgroup Ducks

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Gresford Playgroup Ducks and Ducklings Charitable Incorporated Organisation
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	<a href="#">Manual Insert</a> Post registration visit
Is this a Flying Start service?	<a href="#">Manual Insert</a>  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'.

<a href="#"><u>Well-being</u></a>	<b>No Rating Required</b>
<a href="#"><u>Care and Development</u></a>	<b>No Rating Required</b>
<a href="#"><u>Environment</u></a>	<b>No Rating Required</b>
<a href="#"><u>Leadership and Management</u></a>	<b>No Rating Required</b>

For further information on ratings, please see the end of this report

## **Summary**

This is an inspection undertaken during the Covid 19 pandemic; therefore, we have focused on the priority areas for this setting and not the full quality framework. We will not be issuing ratings for this inspection.

Children attending are happy and content. They can choose what they do and enjoy spending time with care staff and their friends.

Care staff are appropriately qualified and very experienced. They respond to the children's needs really well. They provide consistent, warm care, which creates a very happy, stimulating environment in which children can play and learn.

People who run the setting keep children safe and healthy. Policies and procedures are implemented and appropriate risk assessments minimise the risk of harm to children. Resources and the space available to the group are used appropriately and are suitable for the number of children attending.

Persons running the setting are competent. They have identified improvements needed and have a clear understanding of the care they provide. Care staff are well motivated and strive to make a difference in children's lives.

## Well-being

## No Rating Required

Children are happy and content and they can make choices. They move around freely, playing by themselves or with others. They speak and express their opinions, and make choices about what they want to do, indoors and outside. They ask care staff to bring out their favourite toys such as the train set and cars, and choose stories to be read at story time.

Children feel safe, happy and valued, including those with additional learning needs. They receive support when needed and thrive in the inclusive environment. We saw children smiling and giggling with staff and chatting about Christmas and the songs they were learning. A few children were anxious when left due to their young age and having spent time at home due to the pandemic. Children are reassured with their favourite toys and a friendly voice, sensitively telling them they would be collected later.

Children interact well. They are learning to control their behaviour, co-operate, take turns and help others. They are building relationships with others through their play, and good role models. For example, a child choosing a story was still eating when story time began, the staff member apologised for starting and waited for the child to join them.

Children enjoy their play and learning. They have a good range of experiences and are developing well. They were enthusiastic about planned activities leading up to Christmas, as well as exploring the other play areas available. Children playing with construction toys built walls and used a tape measure as part of their role-play. "I'm going to measure" shouted one child, showing the tape measure and grinning enthusiastically. Another child used a cone to shout out instructions of what was to be built. All the children had also enjoyed creating a video of Christmas songs for the residents of an elderly care home.

Children practice things for themselves and are becoming more independent. For example they are given time to eat packed lunches independently. They fetch lunch boxes and put on coats, hats and gloves and make themselves ready to go to school and at home time. They use the toilets by themselves and have quickly got used to the idea of sanitising their hands when asked to do so.

## Care and Development

## No Rating Required

Care staff understand what they need to do to keep children safe and healthy. The main entrance to the cabin was locked and access to the school grounds is restricted. We signed a visitor's book on entry and staff and child registers were completed accurately. Care staff have undertaken safeguarding and first aid training so know what to do in an emergency and they understand and implement policies and procedures appropriately. We recommended that the new 'Wales Safeguarding' application is downloaded for the staff team. It was confirmed that safety checks and risk assessments have been reviewed and include reference to the 'Protective Measures in Child Care Settings' guidance. We saw hand sanitisers are located outdoors and indoors and these were regularly used by care staff, visitors, children and parents. Regular handwashing is also promoted.

Care staff interact positively with children. They have a lovely manner and caring approach to their work. For example children were given time to eat their lunch in a relaxed manner and a child arriving upset was encouraged to play with their favourite toy to settle them. We saw staff use a puppet to entertain the children, which they really enjoyed. Care staff are good role models. They were polite and praised the children for using good manners, eating their lunch nicely and helping others. They also managed behaviour in line with their policy. They confirmed they talk to children about any issues and may ask children to apologise if necessary. We saw them ask children politely not to be noisy at the table when eating lunch. Care staff told us they take children to the side to explain to them right from wrong and 'time out' is only used when children need time to calm down, and they are never left alone.

Care staff promote children's play, learning and development. They provide a good range of accessible toys and play opportunities in line with the Foundation Phase. Many staff demonstrate their experience when playing alongside children and the majority have worked in the previous settings and know the children well. They keep records of individual children's development and understand the need to plan for the next steps in children's play and learning. They are responsive to individual needs, kind, caring and competent and have developed further as a team with the union of the two groups.

## Environment

## No Rating Required

People who run the setting keep the playgroup environment safe and secure. The areas used by the children, indoors and outdoors are secure, suitable and clean. Care staff understand the risks of Covid-19 and aim to identify and manage any new risks. Risk assessments have been completed by the school and the people who run this setting. They cover all areas used by the children, and the transfer of children to and from the main school, and when handing them over to parents. Children's information is stored securely. Cupboard doors in the open plan kitchen have catches to ensure children cannot open them. Care staff join in with school fire drills in addition to having their own practices, so everyone is included.

People who run the setting ensure the suitability of the environment. Because the number of children attending is low, the playgroup is currently only using one of the two registered rooms, which includes a kitchen area and an entrance hall with toilet facilities. Improvements to the setting such as new windows, blinds and toilet facilities are being considered if funding is available. New flooring has been laid recently and funding for a shelter in the outdoor play area has been approved. The play area has recently been decorated, it is bright, warm and welcoming. Displays are informative, for example, there are picture posters of how to wash hands, alongside some of the children's own work. There is no internet access at the premises.

A good range of play resources and equipment is available. They are of good quality and are replaced when needed. There are lots of resources, due to the joining together of two groups, and many are stored in cupboards and are readily available. A good variety of play opportunities are accessible and regularly available within the play area. Care staff use floor mats and large trays to display and contain play items, which enhances the play in the centre of the room. For example, natural materials such as bark, logs and cones decorated as trees, were used with the train set to create landscapes. Additional furniture and storage units have been purchased and will be used for younger children.

## **Leadership and Management**

## **No Rating Required**

People that run the setting are effective and work in partnership with care staff. They fully understand their roles and regulatory responsibilities, although some are more involved than others. The policies and procedures are relevant to the service offered. The statement of purpose is up to date and includes reference to Covid-19 and any changes which have occurred. It is an accurate reflection of the service and parents told us it was easy to understand. Care staff told us they feel supported by the committee and responsible individual.

People that run the setting plan for improvements and evaluate the service provided regularly. They work together well and strive to get things done. Policies and procedures have recently been reviewed. The service has been evaluated following registration and the onset of the pandemic and the outcomes of this have been beneficial to children and parents/carers. Funding applications have been completed to make improvements to the premises in partnership with the school.

Care staff are managed well and plenty of resources are made available to them so they can succeed in their roles. Appropriate training, supervision and appraisals are in place to support staff, with a current focus on improving information technology skills of some care staff.

People that run the setting have developed relationships with parents, Care Inspectorate Wales (CIW), the local authority and support organisations. Parents and care staff have been supported during the pandemic and they have been kept informed of important changes. Links with parents now include the use of social media; text messaging and photos of children are shared on a daily basis. Zoom meetings are used by some care staff to access support and training. We spoke to three parents who were pleased with the way in which the service was run, and they shared positive comments with us about the care of their children and how well they were kept informed of their child's day. They had nothing but praise for those involved with running the service and staff caring for their children. All said the new group was an improvement on having two services and were extremely pleased about the supportive partnership with the school.



**Areas for improvement and action at the previous inspection**

None		
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**Areas where immediate action is required**

None	
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**Areas where improvement is required**

None	
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**Recommendations to meet with the National Minimum Standards**

R1 Individual play and learning items used by the children must be suitable for use during the current pandemic, or washed immediately after use.

R 2 Care staff are encouraged to download the new 'Wales Safeguarding' application.

R3 We recommended baskets of resources on storage units, are labelled appropriately for the children.

Ratings	What the ratings mean
<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

**Date Published** 12/02/2021

No noncompliance records found in Open status.