



Inspection Report

Buttington Trewern Playgroup

**Buttington Trewern Cp School
Cefn Road
Trewern
Welshpool
SY21 8TB**



Date Inspection Completed

26/05/2021

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About Buttington Trewern Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Buttington Trewern Playgroup
Registered places	15
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert Post registration
Is this a Flying Start service?	Manual Insert 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 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.'

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

Children's well being is at the heart of the service, which helps them to be happy, settled and confident. They are listened to and interact well with each other. They enjoy their play and learning and develop well. Staff are caring and responsive to the needs of the children. They keep them safe and healthy, providing interesting activities and experiences. Staff support children to develop a range of skills and encourage them to become confident and independent individuals. The environment is child friendly and spacious. Outside is utilised very well and children have lots of opportunities to be active. The environment is equipped with suitable resources and facilities for the ages and stages of development of the children. People who run the service are actively involved in its running. They ensure most policies are appropriate and implemented well and improvements are planned for and made. Staff receive regular supervisions and appraisals helping to ensure they provide the best care possible. Positive partnerships are created with parents and the school and sharing information benefits the children and the experiences they have.

Well-being

Children communicate well, they keenly share what choices they would like to make and what they are doing with others. They were very excited to tell us what they had found on their wellie walk. Children are listened to and their needs and wishes respected. During planning the children's interests and ideas are considered. Children happily explore the environment, choosing where and what they want to play.

Children are settled and show enjoyment when attending the setting. They form positive relationships with staff, making friends with one another, helping them to feel secure and happy. Children are very confident and relaxed in a familiar environment with consistent routines. For example, they know the routine and songs sung during time on the mat and know that after registration it is snack time. They have an obvious sense of belonging, which supports them in being confident and independent.

Children play together well and learn to cooperate and share the space and resources. For example, children were taking turns on the slide when playing outside. Lots of communication takes place between the children and staff, giving a relaxed and welcoming feeling. Children are beginning to understand the needs and feelings of others. One child showed concern for a child when they had hurt themselves. Children develop respect, playing with and using the resources appropriately and helping to tidy up when they had finished.

Children clearly enjoy their play. They were very keen to share their experiences with us and actively took part in their chosen activity. They explore the environment they are in freely and choose to play alone, with other children or alongside a member of staff. For example, children approached a member of staff to join them in the craft area and help them with their picture.

Children are confident to attempt things for themselves before asking for support if needed. They tried to open the items they had for snack and put their shoes on after being outside independently. Children access the toilets and move around the outdoor area freely.

Care and Development

Staff have up to date safeguarding training and understand the procedure to follow should they have concerns about a child. They implement some effective policies and procedures to ensure children are kept safe. However, fire drills need to be completed and recorded more frequently to ensure staff and children are aware of how to evacuate the premises if needed. Staff make sure children have plenty of fresh air and opportunities to be active. They have regular access to the outdoor space and also go on walks around the school grounds and use a larger grassed area for play activities. Staff have effectively introduced extra cleaning and infection control routines during the COVID 19 pandemic. Extra handwashing is encouraged for staff and children, surfaces are sanitised regularly and staff rotate the toys and resources.

Positive interactions support children to develop their speech and language skills. Staff communicate in a way that is appropriate for the children's ages and stages of development. Staff are loving and caring towards the children, they play alongside them, teaching good manners and social skills. Staff discussed the importance of sharing with a child who listened and understood. Staff played games such as "what's the time Mr wolf?" with the children, which everyone enjoyed.

Staff get to know the children well, which allows them to plan suitable activities. Incidental Welsh is used throughout the sessions and children's learning is developed during play activities by staff using appropriate questioning. For example, getting children to identify colours in Welsh. Staff keep regular routines short and consistent. This helps to ensure children remain focused and understand what is expected of them. Staff record some of the children's developmental milestones in individual records and observations are used to track progress and plan future learning. Staff encourage children to try things for themselves before offering any help and support needed, helping them to develop their independence. Staff gave the children the time and space needed to change their shoes after being outside and to wash their hands independently. Children access some facilities and resources independently but this is not available as much as usual due to the pandemic.

Environment

People who run the service conduct regular checks on the environment to confirm it is safe. Risk assessments are completed and most hazards eliminated or managed effectively. However, making sure the external gates are closed routinely when accessing areas outside the normal play area, would ensure children are not able to leave unaccompanied. An effective COVID 19 risk assessment, outlining the additional procedures in place to prevent the potential spread, has been developed and staff sign to say they have read and understood it whenever there are changes. The environment is well maintained and access to the main room and outdoor space directly off the service is secure.

The environment is child friendly and provides a suitable space, with room for children to play and learn safely. The outdoor area directly off the main playroom has recently been developed. This welcoming area has many interesting activities that support children's learning and development. It includes a sheltered area with seating, fixed play equipment and space for children to be active. Other areas used, such as a large grassed area, allow children to have extra space to take part in more physical activities or to go on nature walks.

People who run the service provide suitable resources for the children to access and although these are currently limited due to the pandemic, there is plenty for children to choose from. The availability of loose parts and natural materials allows the children to use their imagination, learn about the world around them and develop a range of skills. Children enjoyed digging in the soil and gravel area and climbing on the tyres. Suitable facilities such as toilets and handwashing facilities are accessible to the children and the child friendly furniture allows children to have some independence.

Leadership and Management

People who run the service have a good understanding of the care they offer. A statement of purpose reflects what they provide. It contains all the required information, meaning parents can make an informed decision about whether the service meets theirs and their child's needs. Policies are reviewed regularly and most are complete and implemented effectively. Small changes to the safeguarding policy would ensure all information and procedures are clear and easy to follow.

People who run the service gather the opinions of parents and consider children's interests and needs when evaluating the service. Improvements have been made and further ones are planned. Positive improvements have been made to the outdoor area and resources provided that support children's interests and learning.

People who run the service have a team of staff who are experienced, qualified and work well together. Staff files evidence that recruitment is robust and staff have up to date training and their Disclosure and Barring service checks are current. Supervision and appraisals are held regularly with all staff. This provides opportunities for issues and ideas to be shared and for any possible training needs to be identified.

People who run the service and the staff have a good relationship with parents. Those we asked said they were very happy with the care their children received and were kept up to date with events and their child's progress. People who run the service have close links with the school as they operate from the same grounds. This allows information, good practices and use of the environment to be shared effectively. Links with the school also benefit the children when they are transitioning to school, as they are already familiar with the environment and some of the staff.

Recommendations to meet with the National Minimum Standards

R1: To ensure fire drills are practised at regular intervals.

R2: To consider closing external gates when children are taken outside their normal play area.

R3: To review, update and share the safeguarding policy ensuring the procedures to follow are clear for all staff.

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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Ratings	What the ratings mean
Excellent	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
Good	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.
Adequate	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.
Poor	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

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