



Inspection Report

Kelsterton Under 5's

**The Quay Clubhouse and Cafe
Golftyn Drive
Connah`s Quay
CH5 4BH**



Date Inspection Completed

24/05/2021

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About Kelsterton Under 5's

Type of care provided	Childrens Day Care Full Day Care
Registered Provider	Kelsterton Playgroup
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	First Inspection since registration on 15 June 2020
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	No

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 using the service are happy and settled. They have fun with their friends, and enjoy a warm relationship with those looking after them. Activities are interesting, and they are eager to take part in what is going on around them.

Staff are dedicated to fulfilling their roles, and care for the children well. They are familiar with their responsibilities, and are positive role models. They take time to get to know the children individually and as a result can plan activities which will interest them.

The environment is welcoming and comfortable. As a result of the number of improvements implemented, the space is a nice place for the children to spend their time. Resources are of good quality and appeal to the children. People who run the service are aware that work needs to be completed in the outdoor play area to improve safety, and have plans in place.

Leaders are committed to providing care that families benefit from. Leaders are able to identify areas for improvements and implement the required changes. Further changes have been identified to ensure full compliance with regulations. Staff told us they feel supported and enjoy their work. Parents also spoke highly of the service.

Children make choices and are familiar and confident in their surroundings. They benefit from a caring environment, and know their needs will be met by staff. There are regular exchanges of hugs, thumbs up and high fives. Children know staff listen to them, and as a result, they make positive choices about how they spend their time. We saw them running and playing freely in the main hall. Smiling at laughing with those around them, sometimes choosing to play alone or alongside others.

Children enjoy their play and learning. They explore their chosen play areas freely and safely and know the rules to follow. For example, because of the building lay out, they know they are not to move from one play area to another without first being told by staff it is ok. For example, when it was time for lunch, they waited by the safety gate, and then walked through the raised play area, into the main playroom at the back of the building. Children respond well to the nurturing guidance provided by staff, they are learning to share with their friends and are beginning to understand the impact their behaviour has on those around them.

Through positive encouragement and consistent support, children are learning to find solutions for themselves. For example, a group of children worked well together to make sure everyone who wanted a ride on the pull along bike had an opportunity to do so. They made sure they all had a place to sit safely, and when they were ready, the 'driver' started their journey.

Children are beginning to make friends and show consideration for one another. During lunchtime it was a pleasure to hear the joyful chatter amongst the children. The atmosphere is relaxed and comfortable, because they are familiar with one another. Whilst waiting for everyone to be ready, the children sang nursery rhymes, and made the motions to go along with the songs. Children are eager to talk and show what they have been doing. A short while after the activity had finished, children still enjoyed making the motions, and they exaggerated the movements to make one another laugh.

Children are supported to learn and to complete tasks for themselves, such as keeping their bags or using the toilet. They are confident and independent, only seeking out staff when things get too hard, or to ask them to join their play. They are willing and eager to try new things and take risks, such as learning a new skill on the slide. Children take great pride in their achievements because they have been able to overcome challenges meaning they are gaining confidence.

Staff are familiar with their roles and responsibilities, having worked at the service for some time. The person in charge confirmed that all first aid and safeguarding training was up to date, meaning the staff have the knowledge to be able to care for children safely. Staff strive to promote healthy eating; regularly sharing information with parents about what should be included in children's packed lunches. They place high importance on providing children with opportunities to try new foods during snack time. For example, we saw them enjoy eating pieces of watermelon. Staff have sound knowledge of individual health needs. In order to manage allergies and individual health needs, any new food to be introduced is carefully managed.

Staff provide regular opportunities for children to be physically active both inside and outside. They make this a priority during the day, and ensure it is part of the daily routine. The risk of spreading infection is reduced because resources are cleaned after being used and disposable plates and cups are temporarily used during snack time. Those resources that cannot be cleaned are stored for 72 hours, in line with Public Health Wales guidance.

Expectations of behaviour are made clear and the consistent routine provided by staff means children know what is expected of them. Staff listen to what children want to talk about and respond caringly, helping children to feel valued and secure. The staff are positive role models, and children are encouraged to use their manners.

Staff record children's developmental progress and activities are planned based on each child's abilities and interests. Staff allow children to take the lead in their play, whilst sitting alongside them, offering help if needed. Activity planning is flexible and takes account of the children's views. Whilst supporting children to plant flowers, staff also supported children to learn to count. The activities planned follow a theme, and children were heard talking about the hungry caterpillar they had been reading about.

Environment

No Rating Required

Leaders ensure the environment is safe. They have completed and updated risk assessments, with all unnecessary risks to children's safety identified and as far as possible eliminated. They also complete a daily visual checklist to make sure all areas are safe before the children arrive. The documents seen evidenced what action had been taken. For example, the back entrance of the building is now used for pick up and drop off as this eliminates the risk of families coming in to contact with others who use the building. A physical barrier stops the children from accessing the gate unnoticed

Safety gates have been fitted at various locations within the building, meaning children cannot access specific areas unnoticed. For example, a safety gate stopped children from having access to the main hall and another stopped children from playing and exploring near the front door. Leaders have completed fire drills in line with national minimum standards.

People who run the service have recently ensured substantial renovation to the premises. The play room has been extensively re-furnished, and allows children to use their imagination whilst playing with the natural resources. Newly painted walls make the whole building feel light, and new flooring has been fitted in the raised play area, making the space feel welcoming and comfortable. Two additional rooms are now available, providing a quiet space for focused tasks and confidential meetings.

A dedicated cleaner maintains a clean building, with staff taking responsibility for cleaning the toys used. Nappies are changed in a designated space away from the main playroom, and children have access to a specific children's toilet.

Outside, play experiences are limited, due to the safety of some areas, lack of space and resources. Planned changes will make the area safer for the children, and provide a space with positive play experiences.

Leaders provide children with appropriately sized furniture to eat their lunch. This made it a pleasurable and sociable experience for them. They provide a wide selection of toys and natural resources, which encourage children's natural curiosity.

Leadership and Management

No Rating Required

People who run the service strive to provide an environment where children are safe, happy and make progress. They take appropriate action when needed to improve practices and promote a culture of safety. Their vision for the service is clear, and they work hard to meet with national minimum standards. The person in charge is organised and readily provided all documents requested.

A positive ethos means staff feel valued. They enjoy their work and work well together as a team. Staff are deployed appropriately, with additional staff present during busier periods of the day, such as during lunch. Staff's attendance is appropriately recorded on daily registers. Supervision and annual appraisals have not been completed in line with the requirements of the Regulations, but staff spoken to told us they enjoyed their work and feel supported. They felt they have a positive impact on children's experiences. The person in charge is in the process of updating the required information to be included on staff files. However, we found the staff file for a newly appointed member of staff did not contain all required information as required by the regulations.

Over the past 12 months prior to the Covid 19 pandemic, leaders had successfully identified areas requiring improvements. They have shown a willingness to try new ways of working, by creating a calm environment for the children, with a heavy emphasis on natural resources, encouraging children to follow their own interests. They have regularly sought feedback from outside agencies about how the service is operating. The person in charge and responsible individual recognise the outdoor play area is now the priority for improvement. Fundraising events have been put on hold and parents are not currently allowed in the building, in line with Covid risk assessments.

Partnerships with others are good. Parents told us their children are happy at the service and they feel they are fully informed of what happens day to day. Leaders keep in touch with parents regularly through social media and e-mails, and this works well. Close working with partner organisations operating from the same premises has meant considerable improvements have been made to improve the building; creating a welcoming and inviting space for the children.

Recommendations to meet with the National Minimum Standards

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

Areas where priority action is required

None

Areas where improvement is required

Regulation 28 (2) (b) (ii) - The Child Minding and Day Care Regulations (Wales) 2010. People who run the service must make sure all required documentation is available in relation to persons employed at the service.

Regulation 28 (2) (b) [ii]

Regulation 29 (3) (a) of The Child Minding and Day Care (Wales) Regulations 2010 - People who run the service must ensure staff who are looking after children receive regular supervision and annual appraisals.

Regulation 29 (3) (a)

The area(s) identified above require improvement but we have not issued a priority action notice on this occasion. This is because there is no immediate or significant risk for people using the service. We expect the registered provider to take action to rectify this and we will follow this up at the next inspection.

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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