



# Childcare Inspection Report on

**Venerable Edward Morgan Playgroup Plus**

**R.C. Primary School  
Caernarvon Close  
Shotton  
CH5 1AR**



**Date Inspection Completed**

20/11/2019

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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

Venerable Edward Morgan Playgroup Plus offers full day care and runs from a room within the Roman Catholic Primary School in Shotton. Rebecca Langley and John Cawley are the registered persons and Sadie Williams is the person in charge of the day to day running of the service. The service opens Monday to Friday from 8:30- 15:00 term time only and is registered to care for a maximum of 24 children from aged 0-12 years. However, following inspection, the registered person requested to reduce the number of children registered to a maximum 19.

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>	Adequate
<a href="#">Environment</a>	Good
<a href="#">Leadership and Management</a>	Adequate

### 1. Overall assessment

Children are happy, they interact well and are developing appropriate skills. Staff have a nurturing, caring approach towards the children, which enables children to feel valued. The indoor environment is stimulating and staff meet children's individual needs, which results in them making progress. Leaders manage the service appropriately and ensure the service meets regulations and national minimum standards. Effective partnerships positively benefit the staff and children.

### 2. Improvements

Following this inspection we were sent:

- An updated statement of purpose and
- missing records in relation to staff files and children's files.

### 3. Requirements and recommendations

We made recommendations in relation to tracking children's progress, staff supervision, outdoor learning and free play opportunities.

# 1. Well-being

**Good**

## Summary

Children were happy, confident and expressed their needs well. They felt secure and comfortable and co-operated well with staff and each other. They were interested in their play and learning and most were developing skills appropriately, including independence.

## Our findings

Children were confident communicators as their wants; moods and needs were generally considered. They contributed to song choices, decided what to draw with the chalk and at lunchtime they decided when they were full. Outdoors they decided who they wanted to play alongside and came up with their own chasing games. However, on a few occasions, children were not able to choose their own learning because adult directed tasks took priority.

Children felt secure and comfortable because they were familiar with the well-established routines. For example, when the bell rang outside they immediately lined up, and after lunch they knew to sit on the carpet ready for circle time. Children were content and had positive bonds of affection with the staff. For example, they enjoyed talking to them about their interests and expressed enjoyment when kicking the balls with staff outside. Children we spoke to told us they liked attending which was confirmed when speaking to their parents.

Children's interactions with staff and each other were consistently good. Children co-operated well and willingly shared resources such as the dough tools and the chalk. Children were mostly polite and used good manners with only a little prompting. For example, they helped their friends tidy up and kindly passed equipment to each other as they played. Outdoors they played well together, chasing each other around the playground and having fun.

Children were enthusiastic and interested in their play and learning. They enjoyed an adult led Yoga session and especially liked walking through the 'thick oozy mud'. Outdoors they had fun jumping from one square to another with their friends and enjoyed throwing and catching the balls. Children concentrated well for their age and stage of development, which we saw when they completed music activities and listened to stories such as 'I don't want to go to bed'.

Most children were developing appropriately as they had access to experiences, which enabled them to develop their skills including independence. For example, a 'Helpwr Heddiw' carried the chalks and opened the door for their peers. With varying levels of support, children were able to successfully put their coats on, tidy away resources and use the toilet independently. However, a few children gave up too easily and waited for tasks to be done for them, such as retrieving the ball from under the sandpit or putting their shoes on after the Yoga session.



## **2. Care and Development**

**Adequate**

### **Summary**

Staff understand how to keep children healthy and safe. They are kind in their approach towards children and manage interactions appropriately. They successfully meet children's individual needs and plan suitable activities, which develop children's learning. However, staff could offer more free play opportunities and they could track children's learning more effectively.

### **Our findings**

Staff followed appropriate procedures which kept children healthy and safe. For example, records showed fire drills were conducted at suitable intervals and attendance records were completed appropriately, which showed staff and child ratios met the national minimum standards. Staff attended regular mandatory training and enough staff held up to date paediatric first aid certificates to care for the number of children attending. An appropriate safeguarding policy was in place and when questioned, staff demonstrated they understood the policy, knowing how to make a child protection referral should they need to. Accident/incident records were completed appropriately and were shared and signed by parents. Good hygiene practices were followed and staff promoted healthy eating by providing well balanced snacks and offering daily outdoor play which gave children the chance to run around and be active.

Staff understood the behaviour management policy and used appropriate strategies to manage children's interactions. Praise was used to motivate children when they completed tasks such as eating nicely and washing their hands. Clear instructions were consistently given which ensured children knew what was expected, and staff spoke to children calmly and sensitively which created a purposeful atmosphere.

Staff had a nurturing approach towards the children and provided appropriate care such as offering comfort to those who needed it or promptly providing tissues for children's noses. They provided children with a range of appropriate play and learning experiences. For example, staff planned meaningful activities such as baking gingerbread men and offered craft activities linked to fireworks and bonfire night. However, staff did not offer children enough free play opportunities. Free play is important because it develops a wide range of skills including imagination, curiosity and allows children to lead their own learning and develop at their own pace. Staff knew children well and organised activities to meet the children's individual needs appropriately. For example, additional mark making activities were provided for those children who needed to develop their fine motor control. However, staff did not track children's progress or plan for their next steps in learning well enough.





### **3. Environment**

**Good**

#### **Summary**

Leaders follow effective procedures which keep children safe and secure. The indoor environment is well maintained and stimulating with a wide range of interesting toys to engage children. Resources and equipment are clean and in good condition and positively benefit children. However, the outdoor area could be used more effectively to promote a wider range of learning.

#### **Our findings**

Leaders ensured staff were aware of their responsibilities in relation to the safety and welfare of children, and they successfully provided a secure environment. 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 comprehensive and reviewed regularly showing how leaders reduced or eliminated potential risks in the environment. Good systems were in place for regular maintenance and safety checks and leaders ensured staff supervised children well.

Leaders provided a well-decorated and suitable environment for children with a range of facilities to promote children's learning. For example, there was a comfortable carpet area for circle time, cosy book corner to rest and retreat in to and a stimulating role play area to develop children's imagination and communication skills. Children's work was attractively displayed on the walls of the room, which provided a sense of pride and belonging. Children followed instruction from staff most of the time to access specific resources, which were thoughtfully set out and within children's reach. For example, when instructed to, children accessed the dough tools themselves and put them on the table ready for the activity. Children also had access to the school's grounds including the Foundation Phase outdoor area, school field and playground. Leaders gave high priority to children playing regularly outside in the fresh air, however outdoor resources were limited.

Leaders provided a range of good quality resources which were well matched to the children's ages and stages of development. Cultural diversity was promoted well through stories, Welsh prayers and celebrating events such as Chinese New Year and St David's Day. Staff encouraged children to handle natural resources. For example, staff had taken children on a nature walk where they collected real objects, which were used to make collages and leaf prints. This enabled children to develop their creativity, imagination and explore the world around them. Effective cleaning systems were in place with staff responsible for cleaning resources on a termly basis. This ensured toys were clean and in good condition.

## 4. Leadership and Management

**Adequate**

### Summary

Leaders are experienced and run the service appropriately. Suitable self-evaluation procedures ensure the service moves forward. Staff and resources are managed appropriately and leaders have positive partnerships with parents, the school and the wider community.

### Our findings

Leaders were hard working and ran the service appropriately. The statement of purpose was informative and accurately reflected the service provided, needing only minor amendments which were done following the inspection. Policies were reviewed regularly, followed by all staff and leaders ensured the service complied with regulations and national minimum standards. Leaders set clear expectations and managed their team appropriately. Staff we spoke to told us leaders were approachable, supportive and they felt valued. Leaders had an understanding of current best practice relevant to the children being cared for but this was not consistently reflected in practice. For example, children were not offered enough free play opportunities.

Leaders had suitable self-evaluation systems in place. Parents' views were collected through questionnaires and these were taken in to consideration when completing the annual quality of care review. The annual quality of care report was very brief but it did contain the service's strengths and future priorities, which met requirements. Leaders were reflective and took on board our constructive comments, resulting in some issues raised during inspection, being immediately addressed.

The performance management processes were satisfactory with leaders holding annual appraisal meetings and ensuring mandatory training was kept up to date. Staff supervision was carried out through informal observation and discussion but these were not recorded. Appropriate recruitment systems were followed which ensured the most suitable people were employed for the role. Leaders ensured all staff received induction and all had up to date enhanced criminal record certificates. Staff and children's files were mostly complete with additional documentation sent to us immediately after the inspection, which met requirements.

Leaders ensured that all communication and engagement systems with parents were good. They kept parents well informed through informal chats, termly newsletters and they provided parents with electronic access to an App, which allowed children's play and learning to be shared. Parents were invited to 'meet the staff' evenings and to attend their child's end of year graduation. Partnerships with the school were strong. The person in charge worked closely with the school's early years staff to share ideas and they took the children on joint outings. The children also benefited from sharing the school's facilities which contributed to them having a seamless transition in to full time education. The service had good links with the family information service and Early Years Wales,

and leaders welcomed their help, support and guidance, which positively impacted children's experiences.

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

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

None

### **5.2 Recommendations for improvement**

To improve practices, leaders could consider:

- Developing the outdoor area to provide children with a wide range of experiences which promote play and learning;
- providing more opportunities for free play where children can select their own toys and lead their own learning rather than be directed;
- developing a system for tracking children's progress and plan for children's next steps in learning and
- supporting staff more effectively by recording staff supervision including setting clear targets to help improve practice.

## **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 11:45- 16:00 on Wednesday 20 November 2019.

We:

- observed practice and the care being provided by staff;
- inspected the environment, toys and equipment;
- spoke to the children, staff and two parent/carers;
- spoke to the registered person and the person in charge;
- looked at a wide range of records including the statement of purpose, policies, procedures, three staff files and three children's records and
- provided feedback to the person in charge on the day of inspection.

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
Registered Person	Rebecca Langley John Cawley
Person in charge	Sadie Williams
Registered maximum number of places	24
Age range of children	3-4
Opening hours	Monday to Friday from 8:30- 15:00 term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	22 February 2016
Dates of this inspection visit(s)	20 November 2019
Is this a Flying Start service?	No
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 service does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of the 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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No noncompliance records found in Open status.