



Childcare Inspection Report on

Peter Pan Playgroup

**Hook CP School
Newtown Road
Hook
SA62 4ND**



Date Inspection Completed

18/07/2019

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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

Description of the service

Peter Pan Playgroup offers sessional day care for a maximum of 13 children at any one time. The care is offered to children aged from two years to four years. The service operates from a designated room within Hook CP School. The opening hours are 8:50am to 11:50am, Monday to Friday, during school term time only. The registered person is Louise John and the person in charge is Natalie Lewis. The service operates through the medium of English, although incidental Welsh is also used.

Summary

Theme	Rating
Well-being	Good
Care and Development	Adequate
Environment	Adequate
Leadership and Management	Adequate

1. Overall assessment

Children are well-settled at this service and they form positive bonds with the staff caring for them. Staff are calm and kind and they support children appropriately to develop their skills. Leaders provide a stimulating outdoor environment and a basic indoor environment which they are intending to develop further. The leadership and management of the service is developing.

2. Improvements

Since the last Care Inspectorate Wales (CIW) inspection there have been improvements to the outdoor play environment and leaders had acted on a recommendation to store children's lunch boxes in a fridge. Leaders had begun to develop an action plan for future improvements to the service.

3. Requirements and recommendations

We have advised the registered person that improvements are needed in relation to the following in order to fully meet the legal requirements:

- Provision of information (regulation 31 (1)) because CIW had not been informed of staff changes at the service.
- Suitability of workers (regulation 28 (2) (b) (ii)) because not all of the documentation in relation to suitability checks on staff was available.
- Keeping of records (regulation 30 (1) (a)) because there were not accurate records of who was looking after the children at all times.

A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the registered person to take action to rectify this and it will be followed up at the next inspection.

We also made some recommendations and these are detailed at the back of this report.

1. Well-being

Good

Summary

Children are very relaxed and comfortable at this service. They have a number of opportunities to develop their independence. They generally enjoy their play and activities, particularly their free play in the outdoors. Children are confident that they will be listened to.

Our findings

Children feel very safe and happy at this service. Almost all children parted happily from their parents in the morning. They confidently shared their news with staff and included them in their play.

Children are able to make choices. They chose their play activities at certain times and their voices were listened to. For example, when they did not want to join in with an activity, that was accepted.

Most children behaved well with support. They helped to tidy up and they reminded each other of the rules. For example, a child reminded another child that he should not go past the snake's head when playing on the bikes outside and another child pointed out when a child was not sharing.

Children really enjoyed their free play most of the time. They particularly enjoyed their chosen play in the outdoors. A child was enthused and fully engaged in role play, telling a member of staff, "We're having a barbecue! With cake!" They proudly showed staff their colouring and cutting activities. However, at times, children were not engaged, particularly in whole-group activities.

Children develop their independence well. They went to the toilet independently and they found their own hats to go outside for outdoor play. The 'Helpwyr Heddiw' gave out plates and cups at snack time and showed pride in this responsibility. Children confidently poured their own drinks from small jugs. Children had good opportunities to develop their Welsh language skills at circle time and they had good opportunities to develop their physical skills in the outdoors when playing on trikes, running, playing in sand and throwing and catching balls. They had regular opportunities to count and identify colours, at circle time, at snack time and when staff were supporting them in their chosen play.

2. Care and Development

Adequate

Summary

Staff build positive relationships with the children in their care. They support children appropriately to develop their individual skills. They have the training and knowledge necessary to keep children safe and healthy.

Our findings

Staff keep children safe and healthy because they have the appropriate training. The registered person confirmed that all staff had up to date training in safeguarding. A staff member was confident about safe procedures to follow when we discussed a hypothetical child protection scenario. Some staff had up to date paediatric first aid training and the registered person confirmed that she ensured that there was always the adequate number of first-aid trained staff on duty. Staff took appropriate action when children had accidents and they fully completed accident records. Staff followed safe hygiene processes such as ensuring that children washed their hands and wiping surfaces down before snack time.

Staff managed children's behaviour well, on the whole. They interacted positively with children throughout our visits, giving praise for good behaviour and effort. For example, a member of staff told a child "Well done. You're doing amazing cutting." They also dealt very calmly with negative behaviours. For example, when a child tried pushing another child off a chair, a member of staff used a very soft voice, got to the child's level, made good eye contact and reminded the child, "We share. No pushing", offering an alternative of going to get another chair, which the child happily accepted. However, where there was repeated negative behaviour, this was not always shared with a parent.

Staff are developing their system of observation and planning. They made basic observations of children's skills but there was no evidence that these were used to inform planning. Not all planned activities were meaningful for children. For example, staff had planned a group activity where children had to wait in a large group to sprinkle a handful of sand on a beach picture, after gluing a small patch. The registered person had identified this as an area for future improvement and had begun taking action on this, such as establishing support links within the local authority.

Staff seized opportunities at times to develop children's counting and communication skills. For example, when a member of staff was supporting children playing in the sand she encouraged children to identify the colours of the spades. Staff supported children to answer questions in Welsh, as part of the regular circle-time routine. However, there were missed opportunities to extend children's language skills at times, particularly at snack time.

3. Environment

Adequate

Summary

Leaders provide an environment which is generally safe and suitable. The outdoor play area is a stimulating environment for the children. However, the indoor area is not organised well to promote children's independence and fully support them to develop their play.

Our findings

Leaders provide a mostly safe environment. They had completed risk assessments which were mostly very detailed and had been recently reviewed. However, the risk assessment for the indoors did not consider the safe storage of toys which were piled high in boxes during our visit. When a child took a toy out of a box, a large toy bus fell from the pile of toys, which was above children's heads as they sat on the carpet for circle time. There were safety measures in place. For example, there was a very secure system for entry to the service and there was a gate to prevent children accessing the kitchen area. Leaders ensured that they kept a record of all visitors to the service. The registered person assured us that an up to date safety check had been conducted on the central heating system but the certificate was not available for inspection.

The outdoor environment was highly suitable for the children, offering a good space for children to explore independently and many stimulating learning opportunities. For example, leaders had provided sand play and water play areas, ride-on toys, a slide, a sheltered area with a play house and chalk boards with chalk. We were also told that the children had access to the garden area which had a mud kitchen. However, the indoor area was quite cramped and it had not been organised to be fully accessible and promote children's independence. For example, children could just about reach to put their pictures on a board at circle time, by stretching over items in their way and they had to negotiate their way through a small gap to get past tables to get to the toilets.

Leaders ensured that there were a range of resources available to suit a variety of interests and needs. They confirmed that the range of resources included toys to promote cultural diversity. However, many resources were stacked on top of each other in boxes, making it difficult for children to see what their choices were. Some resources were visible and accessible. Leaders told us that the staff usually leave the door to the outdoor play area open to allow free-flow and extend the space and learning opportunities available for children but we did not see this during our visits. Leaders and staff told us that they had recognised that the indoor environment was an area for improvement and they had started planning to address this. For example, the registered person had made the decision that the indoor environment would be for the sole use of the playgroup in the new term, meaning that no other groups would be using it when the playgroup was not operating, enabling the staff and children to have more ownership of the environment.

4. Leadership and Management

Adequate

Summary

The leadership and management of the service is developing. Leaders are not currently meeting all regulations and national minimum standards. However, they have set targets for improvement in the new school year and have established supportive links with the local authority child care team. Staff feel well-supported in their roles and parents are very happy with the service that is provided.

Our findings

Leaders had a statement of purpose in place that provided an accurate picture of the service. However, it did not contain all the information necessary to meet national minimum standards. For example, it did not contain the arrangements for reviewing the statement of purpose. The policies for the service were generally suitable. However, the child protection policy named someone who was not involved with the service as a deputy child protection officer.

Leaders were improving their systems for reviewing the service. The most recent quality of care report had not analysed the views of parents, children and staff and had only identified one target. However, since the completion of that report, leaders had been proactive in evaluating the service, including observations by the registered person, discussions with staff and input from the local authority team. They had started an action plan with a number of targets. Leaders had also begun making links with other child care services and had plans to develop this further.

Leaders supported staff in their roles. We saw that annual appraisals had taken place and the registered person assured us that one-to-one supervision meetings also took place, although we did not see records in relation to these. Staff told us that they felt well-supported by leaders and they felt they were listened to. However, we found that the full documentary evidence in relation to staff suitability checks was not available for inspection. Many of the staff also worked for the school in which the service was situated and for which the registered person is also the head teacher. The registered person assured us that all staff had been subject to the local authority's recruitment processes and that she was wholly confident in their suitability. Leaders had not notified CIW about changes to staff working at the service.

Leaders kept most records in accordance with regulations. For example, we found that the necessary information was available in relation to children's personal details and full information was recorded when children had an accident. Accurate records of children's hours of attendance were available. However, there was not a record of the hours that staff worked at the service.

Leaders and staff had sought the basic information about children's personal details and they had agreed contracts for the children's care with parents. Parents gave positive feedback on

the service and agreed that the service communicates well with them. However, we found that there was not detailed information available in relation to children's whole range of needs. Leaders had recognised this and were developing the documentation they used, to seek more detailed information about the needs of the children from parents. Parents' consent had been sought for a number of aspects of the service, such as local outings and the use of photographs. However, although leaders told us that they discussed it verbally, they had not sought written consent from parents to share information with schools where the children were transitioning.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommend that the registered person should:

- develop the indoor learning environment to make it more accessible and to promote children's independence;
- update the statement of purpose;
- review and update the child protection policy and confidentiality policy;
- develop the system of observation and planning to ensure focused activities are meaningful for children and develop their individual skills;
- keep records of one-to-one supervision meetings;
- ensure the certificate of the most recent safety check on the heating system is available for inspection and
- seek written consent from parents to share information with school staff.

6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections

Two inspectors visited the service on 4 July and one inspector visited the service on 10 and 18 July, for a total of approximately six and a half hours. We:

- inspected a sample of documentation and policies;
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, parents, staff and the registered person;
- read two questionnaires from parents and one from a member of staff and
- gave feedback to the registered person and person in charge on 19 July 2019.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Louise John
Person in charge	Natalie Lewis
Registered maximum number of places	13
Age range of children	2 years to 4 years
Opening hours	8:50am to 11:50am, Monday to Friday, during school term time only.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	5 January 2016
Dates of this inspection visit(s)	4, 10 and 18 July 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 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 Welsh Government's <i>More 'Than Just Words follow on strategic guidance for Welsh language in social care'</i> . However, Welsh is used regularly as part of the circle time routine and some incidental Welsh is used at other times.
Additional Information:	

Date Published 16/09/2019

No noncompliance records found in Open status.