



Childcare Inspection Report on

Play Tots Brynna Playgroup LCDP

**Brynna Community Centre
Church Street
Brynna
CF72 9QP**



Date Inspection Completed

06/02/2020

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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

Play Tots Brynna Playgroup is run from Brynna Community Centre Hall and is registered to provide sessional day care for up to 32 children. The operational hours are Monday to Friday 9.15 am to 12.45am with a second session available between 1pm to 3.45 term time only. Children can also attend between the hours of 9.15am - 3.45pm. The service offers a pickup service from the local primary school via a 'walking bus'. The organisation running the playgroup is Llanharan Community Development Project Ltd (LCDP) and they have appointed a Responsible Individual (RI) to provide overall governance of the service and a person in Charge (PiC) to manage the playgroup on a daily basis. Care is provided through the medium of English with the use of incidental Welsh introduced through play.

Summary

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

1. Overall assessment

Children thoroughly enjoy their time at the service as they have opportunities to participate and learn from a wide range of interesting activities and experiences. They are very settled and at ease in their surroundings and engage well with other children and practitioners. Practitioners have sound knowledge about the children and provide attentive and responsive care. The service is a pack up and go service run from the local community centre. There is one large room for play with use of a smaller room for story time and a secure outside play area. There is a correct ratio of practitioners to children, which ensures that children are safe and their needs are met. Leadership and management of the service is strong and all practitioners are clear on their roles and responsibilities.

2. Improvements

New toys and a nappy changing unit have been purchased. Non-slip flooring has been installed in the children's toilet area and the hall painted.

3. Requirements and recommendations

No recommendations were made at this inspection

1. Well-being

Good

Summary

Children are very happy, settled and thoroughly enjoy their time at the service. They are able to do the things they like and are confident to express their preferences. Children are beginning to make friends with their peers and have formed positive relationships with practitioners. They have many opportunities to learn through a range of activities, which are interesting to them. They are beginning to develop their independence skills.

Our findings

Children speak or express themselves confidently and can communicate their needs in a variety of different ways. We saw that practitioners understand their needs, preferences and feelings. Children were encouraged to choose what they wanted to play with and they were obviously very familiar with the activities and areas available. We observed children playing with junk modelling in the tuff tray, playing with dolls and tea sets in the home corner and enjoying making hearts for Valentines cards with marbling ink.

Some children were curious and interested to know why we were visiting and brought their toys and crafts to show us. They were confident to talk about themselves, and told us about what they liked doing and their families. This demonstrated that children felt comfortable in the setting and confident in approaching visitors. All the children moved around the indoor and outdoor area, choosing activities that interested them, it was free flow to the outside area and it was obvious that children had a voice as they chose where to spend their time. During circle time, we observed children confidently taking turns to shout out the names of shapes being held up and answer to their name on the register. Children feel safe and are happy; this helps them to feel valued as individuals.

Children are familiar with the routine of the playgroup, which gives them a sense of security and belonging. They have developed bonds with the practitioners and they are comfortable, settled, relaxed and happy to go to them when they need help or assistance. We saw that in all areas of the service, children were encouraged and given praise for achievements.

Children are engaged in their play and learning. They have the freedom to explore their environment, and are able to concentrate for an appropriate amount of time for their stage of development. Children were fully occupied and made good use of the wide range of resources available to them, happily playing with building blocks and small world toys, as well as participating in messy and craft activities.

Children are developing their confidence and independence. We saw children follow their own interests and explore the environment, seeking help when needed. Children helped to tidy up and returned items to where they had collected them from. During snack time, we observed them sitting in groups at tables, some helping by giving out plates to their friends choosing fruit and crackers from the platter and pouring their own milk or water from the jugs.

2. Care and Development

Good

Summary

Practitioners are enthusiastic and demonstrate a commitment to offering a high quality service for the children and families. Practitioners are qualified and have a consistent approach to implementing policies and procedures. They value their relationships with children and provide them with a wide range of activities to help them develop.

Our findings

Practitioners are aware of their responsibilities to keep children safe and healthy. There is a comprehensive safeguarding policy in place and all practitioners we spoke to were confident in their knowledge. There was a separate policy regarding relevant information relating to the 'Prevent Duty' and practitioners were aware of their responsibilities to be able to identify and respond appropriately to issues of radicalisation. Practitioners ensure that there is appropriate supervision of children when escorting them from the playroom to the toilet and nappy changing facilities, which are situated in the foyer, and there is an alarm on the door so practitioners are alerted should a child try to access these facilities unaided. Practitioners operate a pickup service from the local primary school for the afternoon session, this is undertaken as a 'walking bus' and we saw practitioners collect the bag containing the equipment and put on their high visibility tabards before checking their register to see how many children were being collected. There was a comprehensive risk assessment for the 'walking bus' and a route map that was followed without exception. Children are encouraged and supported to wash their hands before eating and after using the toilet. Regular tests of the fire alarms, evacuation records reflecting how many children and adults were on site and the time it took to evacuate demonstrate that practitioners take health and safety seriously.

We saw that practitioners value quality interactions with children. Children are confident to approach practitioners and know that they will be listened to. Practitioners are sensitive to the needs of individuals and know the children well. We heard practitioners reminding children of the playgroup rules explaining the impact of their actions on other children. We saw that practitioners were good role models, acting in a professional and courteous manner at all times, and they facilitated appropriate interactions between the children asking them to apologise and say sorry after minor altercations.

Overall, children's needs are well met by practitioners who know them well and are committed to providing a range of stimulating activities to help them develop. Practitioners have a good knowledge of the children in their care. During our visit, we saw a wide range of planned activities which were appropriate for the age and ability of the children attending. The planning followed the principles of the foundation phase curriculum and included an appropriate mix of activities to meet the children's needs. Children have access to a large outside area and we saw this being used appropriately for physical play amongst other activities. The PiC told us that all practitioners contribute to the observation and assessments of the children and developments files of all children reflected this.

3. Environment

Good

Summary

The service has internal and outdoor areas based within Brynna Community Centre. Other services use the centre so this is a pack up and go service. The environment is spacious, clean, stimulating and child friendly, offering good spaces for play and learning. There are effective systems in place to ensure

that the environment is safe and suitable for children and good quality, developmentally appropriate play and learning resources are available.

Our findings

Leaders have well developed systems in place to ensure children's safety. There is a secure entry system with the door to the centre locked during playgroup hours and an alarm on both the foyer and exterior doors. The recently redecorated play area is clean with well-maintained internal and outdoor spaces. Practitioners ensure that areas remain clean and clutter free when sessions are operating, we observed practitioners clearing up the messy play areas after each session. Unnecessary risks to children have been identified and as far as possible eliminated.

The premises offer two indoor playrooms, one of which is used for quiet and story time. The main room is set up following the foundation phase stages allowing children to play freely and move easily from one area to another. The outdoor area is spacious and safe and provides children with opportunities for a wide range of play. There is a good selection of play equipment and ride on toys to promote children's balance, co-ordination and overall physical development. The design of the playroom means children can move easily from one play area to another, and the main room benefits from good natural light. There are good toilet facilities with newly installed non-slip flooring and a dedicated nappy changing room to facilitate children's independence. There is an area for the storage of bags and coats and children are encouraged to hang up their bags and coats independently.

Leaders ensure that children have access to a wide range of resources and equipment to promote their development and sustain their curiosity. Furniture, toys and resources are age appropriate and maintained to a good standard. Children benefit from a range of cultural resources to extend their understanding of the world. Although the service mainly operates through English, there are Welsh books available to encourage children's knowledge of the language and we heard numerous instances of the Welsh language incorporated into play, singing and story time.

4. Leadership and Management

Good

Summary

Leadership is effective with organised record keeping systems in place. There is a strong partnership with parents and the local community, as well as good links with agencies and external professionals. The service is monitored and reviewed regularly to ensure best outcomes for children and parents who use the service.

Our findings

Leaders have good systems in relation to the service records and documents, which were clear, well recorded and regularly reviewed. There is a clear vision for the service, which is reflected in the statement of purpose, this is subject to regular review and shared with parents. Leaders have established a wide range of policies and procedures to support the service.

There are effective systems in relation to recruitment processes, induction and a strong culture of continuous professional development. Practitioners have access to a range of training courses to extend their knowledge and practice. Training records clearly indicate when refresher training is due and plans put in place to book this in advance. Staff recruitment files are organised, contain all required pre-employment checks and records are stored securely.

There are good procedures in place for self-evaluation of the service in order to improve outcomes for children. The quality assurance review was comprehensive and we saw questionnaires sent out to parents and other partners as part of this process. The review indicates that parents are highly satisfied with the service with comments such as *'my child has only been coming for a short time but we can see them developing talking and singing more'* and *'since my child has been attending they have grown in confidence and made lovely friends and learnt new skills'*. The review highlighted improvements to the service and set out future development aims.

Partnership with parents is strong and well established. Parents attend a 'Play day' prior to the child starting at the service. During this time, all of the required paperwork and necessary forms and contracts are signed which means on the child's first visit the focus is on them from the start. Parents have regular opportunities to discuss their child's progress but said in questionnaires that a parent evening would be welcomed. Leaders have also worked hard to establish effective links with key agencies, professionals and the community. The Health Visitor who visits the service regularly enables early identification of individual needs of children.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

4.2 Recommendations for improvement

No recommendations were made at the inspection.

6. How we undertook this inspection

This was a full, unannounced inspection carried out as part of our normal routine of inspections. We used the following methods to gather evidence for this report:

- We looked at what we already knew about the service, including notifications since the service was last inspected in November 2015;
- the inspection was carried out by one inspector and took approximately 6 and a half hours including a visit to the office where all personnel files were held;
- we observed activities and interactions between children and practitioners;
- we sampled documentation and records, which included the statement of purpose, policies and procedures, records of accidents, incidents and complaints;
- we viewed operational plans, records of attendance and records of any medication administered and
- we viewed all areas of the premises being used for the playgroup purposes, looked at maintenance records and other documentation relating to safety. .

We gave verbal feedback to the PiC at the end of our visit.

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
Responsible Individual	Sarah Turton
Person in charge	Lynette Ece
Registered maximum number of places	32
Age range of children	2-5 years
Opening hours	9.15am-12.45pm 1pm-3.45pm 9.15am-3.45pm Monday to Friday term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	26 November 2015
Dates of this inspection visit(s)	06 February 2020
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> '.
Additional Information: None	

Date Published 04/03/2020