



# Childcare Inspection Report on

**Little Ducklings Playgroup Garnteg**

**Garnteg Primary School  
Hillcrest  
Garndiffaith  
Pontypool  
NP4 7SJ**



## **Date Inspection Completed**

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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

Little Ducklings Playgroup Garnteg is registered with Care Inspectorate Wales (CIW) to provide day care for up to 20 children between two and three years of age. The group is based in the purpose built Children's Centre within the grounds of Garnteg Primary School, and is part of the Flying Start programme, providing free child care places for eligible families. The service runs morning and afternoon sessions, weekdays during term time. It is managed by a Responsible Individual (RI) on behalf of Torfaen County Borough Council. There are three persons in charge (PiCs) who have clearly defined roles and responsibilities and manage the service on a daily basis. The main language of the group is English, with well-planned use of incidental Welsh to promote children's learning.

## Summary

Theme	Rating
<a href="#">Well-being</a>	Good
<a href="#">Care and Development</a>	Excellent
<a href="#">Environment</a>	Good
<a href="#">Leadership and Management</a>	Good

### 1. Overall assessment

Children's well-being is at the centre of this service. Staff are well qualified and skilled, and very well supported to provide activities which promote children's development and meet their interests and needs. Play is child-led and children make their own choices and decisions. Children are happy and confident, and form warm and secure relationships with staff who know them exceptionally well. The environment is light, calm and welcoming. The outside play area is used very well and activities are carefully planned to make best use of the space available. The setting works very closely with parents to involve them in their child's care and ensure they can access appropriate support if needed. Leaders and staff work very well together, and implement very good processes to bring about improvements to the service to benefit children and their families.

### 2. Improvements

- Staff have continued to attend training to develop their professional practice and to improve outcomes for children;
- new equipment has been provided which caters for a range of different skill levels;

- staff use a variety of observation techniques and have a more in depth knowledge of the planning process to help them plan activities which focus on children's interests and promote their individual development;
- the transition process now involves more professionals and information sharing has improved;
- children's profile books have been developed and include sections such as "*great things about me*" to ensure there is a good focus on the child, and
- the group has developed strong links with the school and now provides a Forest School session where parents also attend.

### **3. Requirements and recommendations**

There were no non-compliance issues outstanding following this inspection. We made some recommendations to develop the service which are discussed within the report and listed in section five.

# 1. Well-being

**Good**

## Summary

Children are happy and enjoy their time at the setting. They make their own choices freely and are motivated and confident to follow their own interests. They are building very good, secure relationships with staff and developing their self-help skills well.

## Our findings

Children make choices about their play and activities freely and lead their own play. They find the resources they need easily and are confident to make their own decisions, such as when to have their snack. They move happily from indoors to outside as they wish and express their views to staff, assured staff will respect their ideas. For example, one child confidently told staff they didn't want to go outdoors. They join in with small group activities if they choose but are able to find their own if they prefer.

Nearly all children arrive happy and cope very well with separating from their carers or parents. They quickly settle and start to play. If children are less sure, they respond well to very good levels of support from staff. Some of the children are very new to the setting, but they are learning the routines very well. This helps them feel secure. Older children are very familiar with routines and confidently implement their own ideas. For example, at story time, they spontaneously went to get chairs to sit on. They are forming very good relationships with the staff. For example, they approach staff easily for cuddles and extra support and during the session receive very good levels of individual attention. They enjoy lots of praise and positive, encouraging comments from staff. A few of the newer children became less settled towards the end of the session as parents arrived. Leaders have agreed to review the routine to try and minimise this as much as possible.

Children are learning to play together and cooperate in line with their age and stage of development. For example, older children are beginning to develop their own games and support the younger ones in their play. Children are learning to take turns, for example to hold their pet snail. They are happy to wash their hands at appropriate times or put on their coats to go outside.

Children enjoy their time at the group. They are engaged in the activities provided and motivated to follow their own interests. For example, some of the children were fascinated with the pet snail and the new eggs that had been laid, some were having fun creating their own play with the dinosaurs and others were very involved at the mark making/craft table. They were very excited to go outside and play, for example, in the sand or on the climbing frame. They enjoyed their story times in small groups and were familiar with the books being read.

Children are developing their self-reliance and becoming increasingly independent.

For example, they are learning to manage their own personal needs such as cleaning their teeth and are building up their self-help skills at snack time.

## **2. Care and Development**

**Excellent**

### **Summary**

The setting has very effective systems in place to ensure each child's changing needs are very well understood. These systems ensure each child receives the support they need and can experience a very good variety of activities that interest them and will help them develop and progress. Staff ensure children's safety and health is promoted by implementing well understood and effective policies and procedures.

## **Our findings**

Staff ensure children's health, safety and welfare is given a very high priority. They are confident of the appropriate procedures if they have any concerns about a child's welfare and leaders ensure they are well supported. The setting works alongside health visitors and is fully involved with the healthy and sustainable pre-school scheme which is designed to promote children's health and well-being. Staff encourage children to clean their teeth, wash their hands at appropriate times and enjoy lots of outdoor and physical play. Staff encourage children to eat healthy snacks and drinks. Staff are up to date with food hygiene training and the setting regularly undertakes audits of the infection control measures in place. This ensures hygiene procedures are up-to-date and implemented effectively, and any improvements necessary are identified. Staff work very well together to ensure they supervise children very well and manage the environment successfully so children remain safe throughout the session.

Staff promote children's self-regulatory skills calmly and consistently. The well-established routine helps children feel secure and staff give children plenty of reminders if a change is coming up such as story time. Staff speak kindly and respectfully to each other and the children, and join in with children at snack times to model wanted behaviour. Staff use the same strategies as those shared with parents through training and support so children's behaviour may be managed as consistently as possible both at home and at the setting.

Staff are very well qualified, experienced and motivated to provide a stimulating and interesting learning environment for children so they can develop and progress. There are excellent systems in place to ensure children's needs are well understood before they start at the setting. Staff use a variety of observation strategies to assess the children, identify individual targets for each child and what their interests are. These observations are used to inform the planning very effectively, ensure each child receives the individual support they need and can access activities they are interested in. Staff are very well supported by other professionals within the Flying Start team to ensure children receive additional support if needed. Staff ensure activities and the environment are differentiated to support children with a range of abilities. For example, story times take place in smaller groups. Staff provide very calm and supportive care to promote children's confidence and sense of security and ensure children's individual care needs are met. The setting works very closely with parents so they are involved as much as possible in their child's experiences, progress and development.



### **3. Environment**

**Good**

#### **Summary**

The setting is light and welcoming. The main play area is thoughtfully set out with a very good range of activities which will engage children and promote their learning. There is a small outdoor play area and children can access this freely throughout nearly all of the session.

#### **Our findings**

The RI and staff ensure the premises is safe and secure indoors and outside. Staff carry out thorough visual checks of the environment daily and any hazards/issues with the building are identified and addressed promptly. There are written risk assessments in place covering all aspects of the service which are shared with staff. These are reviewed and any changes needed are made. Appropriate documentation is in place to ensure the building is suitably maintained.

The setting is very welcoming, with lots of natural light. It feels spacious and calm, and there is plenty of room inside for children to move freely. There are clearly defined areas for different types of activities such as dramatic play, construction and messy play. Outside, is a small play area with astro turf and safety surface. Children are able to enjoy a good variety of activities such as bikes, balancing and climbing as well as experimenting with sand and water or mark making. Staff plan the outdoor activities carefully so children can develop a range of skills and take some risks in their play despite the lack of space. They are aware of the area's limitation in terms of natural areas for children to enjoy activities such as digging in soil and discovering nature. However, children visit the Forest School area within the school grounds as often as is practically possible to enjoy these type of activities together with other experiences such as pond dipping. The layout of the environment fosters children's independence and sense of belonging. For example, resources are well set out on open shelves or in clear boxes so children can find what they need by themselves, they can move freely from indoors to the outside for almost all of the session and they have their own coat hooks and places to put their belongings.

Children have access to a very good range of developmentally appropriate resources for both indoor and outdoor play. Staff ensure the amount of resources available encourages children's ability to make decisions but does not overwhelm them with choice.

Resources are of excellent quality and well planned to meet children's different skill levels and provide appropriate challenges to help them develop. For example, a range of different bikes helps children progress to their next stage. There is a good variety of books in both English and Welsh, and resources which help children learn about diversity and promote their cultural awareness. Some of the outdoor resources encourage children to take appropriate risks in their play, such as the bikes, balancing equipment and the climbing frame. Furniture is of excellent quality and meets the needs of the children.

## 4. Leadership and Management

Good

### Summary

The setting is very well run with a great emphasis on continually improving outcomes for children.

### Our findings

There is a clear management structure and staff and leaders are very clear of their roles. They work very supportively together to ensure the service is very well run and to secure positive outcomes for children. The setting has clear goals which link closely with each staff member's individual targets and training plans. This ensures staff are able to further their professional development and contribute to the development of the service. Leaders promote a culture of safety by, for example, ensuring staff attend relevant training and understand the setting's procedures and policies. Children's development is closely monitored and staff are very well supported with their practice to ensure children receive the right care. The setting strives to involve parents with their child's care and provides them with very good levels of information throughout the child's time at the group. Overall, the setting is compliant with the regulations. However, the group had not undertaken a review of the quality of care for over a year. This was addressed during the course of the inspection.

Leaders welcome the views of parents, staff and other professionals, and implement a number of schemes to identify the service's strengths and areas for development. Observations of children's engagement with activities are used to make changes and improve their experiences to ensure they have a voice. A detailed plan is drawn up annually which identifies key areas to develop. However, this is not shared with parents. The group had overlooked the need to undertake an annual review of the service since 2017. This was addressed during the inspection. The setting implements a complaints policy, and parents are aware of the process for raising concerns. However, the policy did not include timescales for responding, how complaints subject to concurrent consideration are managed and that complainants have the right to express their concerns to CIW at any time.

Recruitment procedures are robust to ensure staff are suitable to work with children. There is a comprehensive induction process for all new staff. Staff and leaders work extremely well as a team to support each other, ensure the setting runs smoothly and ensure outcomes for children are positive. For example, staff meet daily to complete their observations, discuss planning and the individual targets for their key children, and meet regularly with leaders to raise issues and reflect on practice. They take on additional responsibilities which link to their interests. Other professionals within the Flying Start team offer staff advice and support in areas such as planning and child protection. Staff feel the supervision and appraisal process supports their development and there are systems in place to support staff with their general well-being.

The setting works very hard to develop positive relationships with parents/carers to promote positive outcomes for children. Parents are given good information about the group before their child starts and they are invited to the setting to discuss their child's needs and interests and any additional support they may need. The setting keeps parents very well informed about events through newsletters, the notice boards, social media and daily conversations. The setting also runs a variety of 'stay and play' sessions where parents attend the session with their child. These include visits to the library and the Forest School. This helps parents get to know their child's key worker and discuss their child. Key workers also meet twice each year with each parent to discuss their child's progress. The setting has very strong links with other professionals within the Flying Start team such as health visitors and speech and language therapists to support children and their families. The setting has developed very good links with the local nursery school which helps ensure relevant information is shared appropriately and there is a smooth transition for children to maintained education.

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

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

None

### **5.2 Recommendations for improvement**

- Review the organisation of the end of the session to minimise any potential disruption to children;
- consider ways to increase children's opportunities to take part in play with natural resources outdoors;
- share plans to improve the service with parents, and
- ensure the complaint procedure includes timescales for responding, how complaints subject to concurrent consideration are managed, and that complainants have the right to express their concerns to CIW at any time.

## 6 How we undertook this inspection

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

One inspector undertook two visits to the service, over two days.

- We observed children undertaking their activities and the care provided by the staff;
- we used the SOFI (Short Observational Framework for Inspection) tool to focus on the quality of the interactions provided by the staff;
- we spoke with one parent at the service;
- we looked at an extensive range of records and documents including documentation in staff files, parent handbook, statement of purpose, policies and procedures and children's records;
- we looked at the premises, risk assessments and other documentation relating to safety measures and took account of the security measures in place;
- we spoke with staff and PiCs present during the inspection to obtain their views, and clarify information about the running of the group and future plans, and
- our findings were fed back to the RI and two of the PiCs.

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 Sessional Day Care
Responsible Individual	Hayley Morgan
Person in charge	Emma Edwards Claire Bath Kelly Killiner
Registered maximum number of places	20
Age range of children	2 to 3 years
Opening hours	9:15am to 11:45am 12:30pm to 3pm Weekdays, term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	23 November 2015
Dates of this inspection visit	16 and 18 September 2019
Is this a Flying Start service?	Yes
Is early year's 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 is working towards the Active Offer of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language.
Additional Information: None	

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