



# Childcare Inspection Report on

**Jubilee Playgroup**

**Jubilee Hall  
Smithies Avenue  
Sully  
Penarth  
CF64 5SS**



**Date Inspection Completed**

05/09/2019

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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

Jubilee playgroup is located in a local authority community building in Sully, just outside Penarth in the Vale of Glamorgan. It is registered with Care Inspectorate Wales (CIW) to provide sessional care for up to 32 children between two and four years old. Care is also provided for some children who stay over the lunchtime period before attending an afternoon session at the local nursery school. A management committee has appointed a Responsible Individual who has overall responsibility for the management of the service. This person is also the Person in Charge (PiC) and has responsibility for the day-to-day running of the group. This is predominantly an English language service, with good use of the Welsh language to promote children's learning.

## Summary

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

### 1. Overall assessment

Children are happy and very involved in their play and learning. They form very good relationships with the small staff team which helps them feel secure and confident.

They are excited to take part in the good range of activities provided, both indoors and outside, and follow their own interests. The playroom is light and calm with extensive views over the beach and sea. There is no dedicated outside space but children enjoy using the public park adjacent to the hall and going onto the beach to play. Resources promote children's imaginations and creativity. The setting promotes children's choice and independence very well. Management of the service is good. The committee and (PiC) work very well with staff, parents and the local community to ensure the setting continues to develop, and outcomes for children are positive.

### 2. Improvements

The service completed all of the recommendations made at the last inspection, which included promoting children's independence at snack time, and ensuring recruitment practices were robust.

### 3. Requirements and recommendations

There was no non-compliance at this inspection. We made one recommendation in relation to record keeping which can be found at the end of the report.

# 1. Well-being

**Good**

## Summary

Children speak and express themselves well as they receive meaningful responses from all staff. Children have good opportunities to make choices. Most are settled and familiar with their routine. For those children new to the service staff supported them whilst they explored their environment and made new friends. Children are developing relationships with the adults around them and interact positively with each other. Children are engaged and express enthusiasm and enjoyment. They enjoy a range of appropriate opportunities and have freedom to move and safely explore their environment. Children are given many opportunities to develop their independence skills.

## Our findings

Children make choices about their play and follow their own ideas. They are confident to move their resources from one area to another to facilitate their play. For example, they moved trucks from the transport area to run them up and down on the balance system.

They are happy to make requests, confident they will be listened to. For example, one child asked to stand by the PiC when she took the register and read the story; the children called out their names enthusiastically, and listened to the book attentively.

Most children come in to the setting happily. If a child is a little upset, they soon settle and begin to enjoy their play and we saw this clearly throughout the visit. One child did not leave a staff member's side for a good deal of the session but by the end of it they had joined a small group of children on the mat playing with small world figures and were engrossed in play. Older children are forming friendships, and show care and concern for each other. Children are developing excellent social skills. They play very well together and alongside each other, and are very good at sharing and taking turns, for example on the balancing beams. They were confident to ask for help from staff walking across the stepping-stones. They listen well to staff during story and circle time.

Children enjoy many opportunities to develop their independence and self-help skills. They are keen to manage their own needs, and are doing this with increasing levels of success. For example, at snack times they like to help staff by setting out chairs and put them away afterwards. They help to collect plates and beakers. They respond very well to praise smiling when a staff member said 'great work girls'.

Children really enjoy their play and are excited to explore. For example, they giggled as they used cutters to make shapes in the play dough and laughed as they rolled it into sausages. They laughed aloud as they walked across the balance beams and really enjoyed playing outdoors in the public park. They spent time building and stacking bricks in the construction area and making models from the blocks in the tuff tray. There was lots of enjoyment at the painting table and they were pleased to take their pictures home to their family. They joined in enthusiastically with circle times, singing and shouting out names and colours in both Welsh and English, and had fun together in the park.



## 2. Care and Development

**Good**

### Summary

Practitioners implement policies and procedures to ensure children are safe and healthy. They record attendance times of children using a fully completed register. Staff ensure robust cleaning procedures and good hygiene practices. They offer a good range of healthy snacks and make snack time a social occasion. Staff follow the behaviour management policy and actively promote positive interactions. They act as good role models for the children demonstrating warmth and kindness towards the children.

### Our findings

Staff have a good relationship with children; offering cuddles to children who sat alone or who were upset; intervening when children showed negative behaviour; offering alternatives during children's disagreements. They are aware of individual children's needs and work closely with parents to ensure children are settled and happy. For example, staff reacted appropriately to a child who was attending for the first time, supporting them, taking their hand to show them around and sitting with them on their knee at circle time. Staff showed a consistent approach towards dealing with behaviour positively; they used a calm voice and quiet tone, celebrated good behaviour and worked proactively to intervene before situations escalated.

Staff praised children for good behaviour and children reacted. For example a staff member thanked a small group of children who helped to tidy away construction toys from the tuff tray, they smiled at the praise. Staff praised children for 'good sharing' and staff used lots of positive reinforcement, for example 'good waiting boys and girls', 'well done' and 'good listening'.

Staff positioned themselves to keep children safe both inside and outside, they actively counted the number of children and each had a small group who they were responsible for when they enjoyed some outdoor play in the park. They applied sun cream and ensured all children had hats on before leaving the building. Staff recorded children's and staff attendance times accurately, and updated the register when children arrived late or left the service early. Staff all had up to date safeguarding training and understood what they would do in the event of a safeguarding situation. All staff had received information on their responsibilities under the 'Prevent Duty'. Staff followed good hygiene procedures during toileting, nappy changing and during snack preparation and serving. We saw staff wearing gloves and aprons and wiping down tables before and after activities and snacks.

Staff used laminated name cards to encourage children to recognise their name and picture cards on coat hooks for those children who were still too young to recognise letters. Each staff member sat with children during snack time, making it a social occasion and all children were encouraged to choose their snack and pour their own drink from the jugs of milk or water.



Staff completed individual foundation phase profiles and recorded observations. They allowed children to follow their own interests but enhanced their play through questions, interactions and participation in their play. Staff continually moved around the setting; asking questions; modelling and praising good behaviour and encouraging positive interactions.

### **3. Environment**

**Good**

#### **Summary**

The environment is safe, secure and well maintained. Staff undertake regular checks and the premises are kept clean. Leaders complete effective general risk assessments, review them regularly and have good systems in place for regular maintenance and safety checks. The environment offers a good indoor play space for children to move freely. There is no dedicated outdoor space but children enjoy playing in the public park adjacent to the hall and also on the beach in front of the hall. The environment offers a range of play opportunities and children have access to a wide variety of age-appropriate furniture, toys and equipment.

#### **Our findings**

The service is based within the local community hall with access to the main playroom via the locked coded door. Premises are secure and safe for children. There are effective risk assessments in place, regular review of which identifies any issues such as repairs or deficits in the building; these are reported to the local authority. Regular fire drills and safety checks are carried out, any issues recorded in a fire safety log, and health and safety log and dealt with accordingly.

The service includes one large, main playroom with access and use of a kitchen, hallway with coat hooks and male and female toilets. This is a pack away service so all toys and equipment have to be packed away into storage cupboards at the end of each session. The main room is bright, welcoming, and appropriate for the age of the children with large windows facing over the beach and sea.

The PiC and staff set the room up into different areas of learning and play for example, reading area, construction area, messy play area, craft area and role-play area. Children moved freely around the room, which provided an effective space to play. There is no dedicated outdoor space but children enjoy playing under staff supervision in the public park adjacent to the hall and also on the beach in front of the hall.

Leaders and staff offer a range of age appropriate resources including a mix of some natural, some sensory and commercially available resources. For example wooden toys, musical instruments, soft toys, threading and jigsaws. Balance equipment is a good addition and along with stepping-stones is effective in promoting children's gross motor skills. As this is a pack away service toys are stored in large cupboards therefore children do not have independent access, however toys were cleared away half way through the session before snack time and alternative toys were then set out to keep children's interest. Age and stage appropriate equipment was available to children including chairs, tables, toilets and sinks. Staff used mats to encourage children to sit for circle and story time.

### **4. Leadership and Management**

**Good**

## **Summary**

The PiC, committee and staff team work closely together ensuring that there is a strong and well organised service which works to provide good outcomes for the children in their care. An up-to-date informative statement of purpose that accurately reflects the service provided. Leaders have strong links with a range of professionals and local schools and they keep parents informed. A range of policies and procedures are in place and all have been reviewed.

## **Our findings**

The service is well run, compliant with relevant regulations, and promotes children's safety, development and well-being successfully. The committee and PiC have a clear vision for the service, and are keen to ensure positive outcomes for children. An informative statement of purpose outlines the service's aims. Staff implement the policies and procedures, which focus on children's needs. These are shared with parents when their child first starts at the setting, we saw this in practice as a new child started that morning and the PiC spent some time with the parent going through the whole range of documentation. Contracts set out the expectations of both parties, and the setting seeks written permissions from parents for most activities such as taking photographs and any necessary emergency advice or treatment.

Children's files are complete and up-to-date including details of individual plans and any recommendations from professionals involved with the children, and any health and safety risk assessments for individual children. Outcomes for the children are assessed continually and there is a clear key worker system in place, which is used consistently. The PiC gives staff responsibilities for different areas of the service; this was evident during inspection. Registers are complete and ratios exceed national minimum standards. All staff files included all necessary information and show that all pre-employment checks were in place. However, in a number of files there were out of date Disclosure and Barring certificates (DBS) despite their own data protection policy stating that they did not keep DBS' checks other than the most current. There is a comprehensive induction for all new staff. The PiC and staff team are well qualified and experienced. There is an ethos of continual professional development, staff we spoke to feel valued and well supported both on a daily basis, and through the supervision and appraisal process.

The setting values their strong relationship with parents in order to make an effective contribution to children's well-being. The group keeps parents well informed about its work through regular newsletters, their closed social media account and noticeboards. Parents are welcomed into the setting at the start and end of each session so both can share relevant information and support provided if necessary. The setting has good links with the local nursery schools, in particular the school nursery, and relevant information is shared to support children during the transition process.

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

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

None

### **5.2 Recommendations for improvement**

#### **We made the following good practice recommendation;**

- previous DBS certificates are removed from staff files to ensure compliance with the settings own data protection policy.

## 6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook one visit to the service lasting approximately three and a quarter hours. The following methodology was used to gather evidence for this report;

- observation of care practices
- looked at an extensive range of records and documents including staff files, policies and procedures, children's records and planning;
- visual check of the premises, and documentation relating to safety;
- discussions with the PiC and staff, and
- verbal feedback to the PiC at the end of the 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	Childrens Day Care Sessional Day Care
Responsible Individual	Susan Davis
Person in charge	Susan Davis
Registered maximum number of places	32
Age range of children	2- 4yrs old
Opening hours	Monday to Friday 9.15am -12.15pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	7 December 2016
Dates of this inspection visit	05 September 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 the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's "More Than Just words" strategic guidance for Welsh language in social care.
Additional Information: None	

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