



Childcare Inspection Report on

Llangollen Playgroup

**The Youth Club Willow Hill
Llangollen
LL20 8HH**



Date Inspection Completed

04/11/2019

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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

Llangollen Playgroup is situated in a rural community hall in Llangollen. The registered person is Maria Williams and she is also the person in charge. The service is registered for 19 children and English is the language of the service with some informal Welsh words and phrases used with the children. The service is open from 8.45am until 2.45pm each day during school term time. The service offers Early Entitlement to children the term after their third birthday and is also inspected by Estyn.

The service does not provide the Welsh Active offer.

Summary

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

1. Overall assessment

Children are happy, valued and experience positive interactions. They benefit from an exciting and innovative variety of activities from which they can choose. They have a stimulating and well equipped environment in which to play and learn. They are cared for by staff who understand how to keep them safe and who promote daily outdoor play. Planning and assessment for the children are outstanding and ensures children are competent learners. Leaders have a good oversight of the service. They are pro active in making changes and use feedback effectively to plan for improvements. There is a good relationship with parents and the local school and community.

2. Improvements

The service has changed the layout of the room to make the areas more defined for the children. There is more space to move around and for staff to support the children in their play. The outdoor area has moved to the side of the building and provides a safe enclosed area where the children enjoy being outside. Links with the community have been developed and the children visit a local home to share stories and songs with the residents. Children now enjoy more planned and spontaneous outdoors with nature and they undertake listening walks and collect leaves in the field behind the community centre. Planning and assessment have been further improved and links developed with the local school.

3. Requirements and recommendations

One recommendation has been made regarding putting a mat by the back door.

1. Well-being

Good

Summary

Children are given plenty of choice and are listened to. They speak confidently and are happy and relaxed in their play. They interact positively with each other and with staff and they behave well. Children enjoy a good variety of activities, showing enthusiasm and are keen and interested in what they are doing.

Our findings

Children were listened to and had plenty of choice. They chose where to play and were supported by staff to go outside or play inside. Children were able to go outside to select their own leaves to make their hedgehogs when they decided the leaves chosen by staff were too brittle. Many areas and activities were set out for children and there were others stored appropriately for them to help themselves.

Children felt safe and happy. They were made to feel valued and so they settled well and quickly. They were familiar with the daily routine and so they knew a story was coming next after tidy up time. Children were able to form positive emotional attachments with staff and each other. They played happily alongside one another and chatted with ease together.

Children interacted well and had great fun at the service. They clearly liked the staff and co-operated well following instructions. Children listened carefully and were starting to take responsibility. For example, when given tasks to tidy up each child happily did so. They took turns well sharing equipment such as using the slide outside.

Children were motivated and confident learners. They were enthusiastic, and experienced free play with adults on hand to help with activities. Children engaged positively with activities and were eager to show us what they were doing when following different animal footprints, a mouse and an owl which were part of a story. The children spoke confidently talking about how they had their hair done in the salon and how they decided the best way to 'wear a snake' was round your neck where it kept you warm. Photographic evidence on an i pad showed the activities and fun children had at the service since the start of the term. All children participated enthusiastically in what was on offer.

Children were interested in and enjoyed the range of play experiences they had including a story about a bear. Children were provided with positive opportunities to develop their independence, learning and developing. Children were able to accomplish things for themselves. For example, they washed their hands independently and put on their coats. Children had frequent opportunities to learn and develop their independence. They persevered well and showed patience when waiting for their turn to speak at circle time.

2. Care and Development

Excellent

Summary

Staff have warm relationships with the children and know them well. Staff ensure children are kept safe and promote healthy lifestyles. They encourage positive interactions and are good role models. Staff provide an exceptionally interesting range of activities and visits and meet children's individual needs highly effectively. The planning of activities was previously shared with Early Entitlement and used as a model of excellence. This has now been taken further by the registered person and is outstanding, re checking the children's knowledge and highly successfully building on their learning so every child achieves.

Our findings

Staff had a good understanding of how to keep children safe. They understood the policies and procedures in relation to safeguarding and child protection. Staff had completed relevant training which enabled them to provide first aid treatment. Accident and incident records were completed appropriately. Staff ensured children were protected from cross infection. Staff kept the environment free from hazards and promoted the children's safety providing individual support as required. Staff promoted physical activity outside and provided good opportunities for children to be active. Staff had considered risk assessments for example when taking children on visits in the local area. Children bring their own packed lunch and the service provides nutritious snacks of fruit with milk or water to drink.

Staff positioned themselves well and were very calm and consistent with their approach to managing interactions and behaviour management and as a result, children were calm and behaved well. Staff reminded children of simple rules such as kind hands. Staff kept the children happy and busy and sat alongside the children whilst they played, offering guidance and encouragement through lovely interaction and plenty of praise. Staff were familiar with the children in their care and positive bonds of affection were apparent as children approached them comfortably. They spoke to the children affectionately and a very relaxed atmosphere was apparent with lots of smiles and giggles. Staff responded promptly to their needs and interacted warmly and soothingly with the children.

Staff provided a highly effective range of activities and visits. These were very well planned taking into account children's needs and interests and ensured children were able to learn about the world around them and their place in it. Staff regularly took children into the field behind the service to see for themselves the changes in the trees during the different seasons and had undertaken a listening walk to identify the sounds they heard and a nature walk to see what they could find. Children had visited a home for older people and shared a story with them and a Christmas concert was already planned for the residents with a

variety of songs the children were already practicing. A resident had also called to visit the children with a basket full of apples from the tree in the garden which the children ate for their snack. Staff had a selection of leaves ready for the afternoon activity, however when children did not want to use the leaves as they were too brittle, the staff immediately suggested the children went out into the field to choose their own to make their hedgehogs. Experiences developed children's senses and curiosity particularly when visiting local areas of interest. Staff treated children as individuals and they gave them the opportunity to do as much or as little as they wished whilst still promoting independence. For example as they washed and wiped their faces. Staff also promoted independence by allowing children to move freely around the environment and setting out resources thoughtfully. Staff have an exceptional knowledge of the foundation phase and use this effectively in their planning and assessment. The planning of activities was previously shared with Early Entitlement and was used as a model of excellence. This has now been taken further by the registered person and is outstanding. Planning includes the outcome and 2 levels of skill for the different ages. Each child's achievement is evaluated, their next steps for learning clearly identified, and overall percentages of attainment in each level recorded. A designated member of staff then checks the children's knowledge and understanding during free play which highly successfully consolidates their learning so staff are certain of the child's development and progress.

3. Environment

Good

Summary

Leaders are committed to ensuring children are cared for in a safe and suitable environment. Leaders provide a range of resources which promote children's play and learning and develop their curiosity. The layout encourages children's independence. Leaders ensure there are systems in place for regular maintenance of the premises and hazards are quickly identified and addressed.

Our findings

Leaders made good use of the rooms. They had effective checks in place to ensure the environment was safe and free from hazards before children arrived and during their time in the service. The environment was kept clean and areas were tidy however there was no mat at the back door for children to wipe their shoes after playing outside in the garden. A record of visitors to the service was maintained and the doors locked to prevent unauthorised access.

There was plenty of space indoors and outdoors to move around and be active and areas of interest were thoughtfully set out. Toy boxes were easily within reach for the children. Suitable toilets and hand washing facilities all promoted children's independence. There were well equipped and defined areas and some of the children's craft work and photographs were on display, making the environment homely and providing a sense of belonging. The outdoor enclosed garden and visits in the local area provided an effective learning and play environment for children. The environment was warm, bright, and airy and provided children with a range of opportunities to investigate and explore and encouraged them to learn through play.

Leaders ensured resources and equipment were clean, in good repair and suited the children's ages and stages of development. The choice of resources encouraged children to follow their interests and develop different skills. For example, children were developing their balancing and pedalling techniques on toys outdoors and hand eye co ordination playing hairdressers. Ample amounts of good quality resources and suitable tables and chairs enabled everyone to sit together to eat snack or carry out table top activities such as games. There were lovely pieces of wooden and natural resources such as rabbits and squirrels made out of straw on the autumn rug. Equipment was varied and leaders made sure children had a range of household and re cycled items which could be used in different activities such as the hairdressers shop.

4. Leadership and Management

Good

Summary

Leaders understand their roles and what needs to be in place in order to manage the service effectively and fully meet standards and regulations. Leaders ensure completed paperwork is kept in good order and easy to find. Leaders support staff well and encourage them to attend courses relevant to the children's care. There are positive partnerships with parents and the local authority and leaders ensure there are systems in place to monitor the service.

Our findings

Leaders understood their role in managing the service. They ensured the service's statement of purpose was accurate and provided parents with the information they needed in order to decide whether the service met their and their child's needs. Leaders ensured record keeping was kept up to date and easily available. The attendance of children and staff was recorded appropriately.

Leaders were in the process of completing an annual review and parents and older children were asked for feedback in relation to all aspects of the running of the service. Leaders took into account views of the children through observations and talking to the children about what they liked to do. We spoke to parents who told us they were very happy with the service. Staff told us they were happy and changes made by leaders in re arranging areas and space especially outdoors and providing more equipment had improved the service and were of benefit to them and the children. Leaders are pro active in moving the service forward and take into account national and local priorities which improve outcomes for the children such as the Healthy and Sustainable pre-school initiative.

Leaders followed safe and timely recruitment processes and all staff files and records and information were easily available. Leaders ensured staff were well supported and encouraged them to attend training and other courses.

Leaders had established positive partnerships with parents. Parents have the opportunity to discuss the progress and development of their child. Parents provided written information about their child before starting and leaders ensured these were shared with staff in relation to each child's needs and preferences. Leaders gave examples of how they had worked closely and effectively with parents and professionals to ensure children with individual needs received the care they needed. There is a good working relationship with the local authority and a teacher from the local school visits the service to provide advice and guidance which has a positive impact on outcomes for the children and their families.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- To provide a mat at the back door so children can wipe their shoes after playing outside.

6. How we undertook this inspection

This was a full unannounced inspection carried out as part of our schedule of inspections.

One inspector visited the service on 4 November 2019 between 11.30am and 3.15pm.

we:

- inspected a sample of documentation and policies;
- observed practice to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, the registered person and member of staff;
- looked at the areas used by children and resources on the day of our inspection; and
- gave feedback to the registered person of what we found and areas for improvement.

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 Full Day Care
Registered Person	Maria Williams
Person in charge	Maria Williams
Registered maximum number of places	19
Age range of children	Under 12 years
Opening hours	8.45 to 2.45pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	16 November 2017
Dates of this inspection visit(s)	04 November 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	No
Additional Information:	

Date Published 07/01/2020

No noncompliance records found in Open status.