



# Childcare Inspection Report on

**Talbot Green Playgroup**

**The Pavillion  
Lanelay Road  
Talbot Green  
Llantrisant  
CF72 8HY**



## **Date Inspection Completed**

Date\_Last\_Inspection\_Completed\_Donot\_Delete

**Welsh Government © Crown copyright 2019.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

<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

Talbot Green Playgroup was registered in 2003 to provide care for 28 children aged two to five years. Care is provided Monday to Friday from 9:30am to 1:30pm during term time only. The service operates from the Pavillion in Talbot Green. The registered person for the service is Claire Watkins, who is also the person in charge of the day to day management of the setting. It is an English speaking service with Welsh introduced through play.

### 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 settled, happy and enjoy their time at the service. Staff at the service are very warm, caring and mostly follow policies and procedures consistently to ensure children are kept safe and healthy. The service offers a spacious, welcoming open plan indoor area suitable for play, learning and quiet times. Leaders create a safe and stimulating outdoor area on a daily basis. There is a wide range of toys, resources and equipment available to the children. Leadership and management is good.

#### 2. Improvements

The registered person had addressed recommendations highlighted at the previous inspection. They had de cluttered the kitchen area and developed a system to record the induction of new staff.

#### 3. Requirements and recommendations

We have made some recommendations at the end of this report.

# 1. Well-being

**GOOD**

## Summary

Children are secure, happy and valued in a service that promotes their well-being. There is a good ethos of listening to children's views and feelings. There are varied opportunities for children to play and learn in line with their age and stage of development.

## Our findings

Children speak or express themselves well and have fairly good opportunities to make choices. For example, one child asked a staff member to open the door, so that she could wash her hands in the sink after messy play. Children choose where to play and what to play with, they confidently moved around the play areas. Most children chose when they ate their snack. Children chose which colour voile they wanted when they were involved in the 'butterfly' dancing. Any children not wishing to take part in the activity did not have to.

Children have good relationships. They were settled and happy, even though it was the first week of the new term. Visiting children arrived happily and settled well. We heard plenty of giggles during our visit, for example, when they explored the small world area and played in the sand tray. There was a relaxed atmosphere and children approached staff for support and reassurance with ease. They asked for resources and told staff when they went to the toilet.

Interactions between children and adults are good and children co-operate relatively well. Some children played alone, exploring the room and the resources on offer to them. Whilst others played together in the sand tray or at the activity tables. Children used good manners, saying "thank you" at snack time. Children received praise for their good behaviour and achievements and responded well to any intervention from staff when some sharing issues arose.

Children smiled and showed excitement in their facial expressions and body language as they played. Children engaged with a good range of activities and they enjoyed free play as well as focused activities. These included completing some focused craft activities, free play in the kitchen area; where they cooked using the utensils. They looked at books, rolled and cut the playdough and had a thoroughly enjoyable time dancing like butterflies with their voile, throwing them up in the air and catching them. Children were free to join in or follow their own interests and one child decided to sit and watch the group for a while.

Children develop well. Some children played in the sand tray experimenting with different containers and utensils, filling them up and mixing the ingredients. We saw children take part in a music and movement session, pretending to be butterflies. We heard children use some Welsh words and recognise colours. Children developed their self-help skills

well; they were encouraged to visit the toilet independently and to wash and dry their hands. Children served themselves their packed lunch and cleared away the table. They put any waste food into the recycling bins. We saw one child peel their own banana and another help to dry the plates after snack.

## 2. Care and Development

**GOOD**

### Summary

Staff have a good awareness of the children's individual needs and seek ways to ensure these are met. They mainly follow procedures to keep children safe and healthy. Activities are planned to help with the children's overall development. Staff are responsive to children and make them feel welcome. There are good systems in place for monitoring children's progress.

### Our findings

Staff were aware of their duties and responsibilities to report any concerns in relation to child protection. They had also completed radicalisation and prevent duty on-line training. Staff supervised each area well and supported children, if needed. For example when a child needed help to put on their apron for painting. Staff kept children safe by giving safety messages, such as when a child climbed onto a chair. Staff told us that children wear the 'be safe/be seen' (high visibility) jackets when outdoors. They mainly followed good hygiene procedures, they wiped tables and reminded children to wash their hands before snacks. However, we did not see staff use protective clothing during nappy changes as per the service's policy. Prior to the publication of this report, leaders confirmed that they had reminded staff of service's policy. Parents provided packed lunches and staff offered a choice of milk or water to drink.

Staff managed interactions well. Staff engaged with children, chatted to them respectfully and praised them at all times for their efforts and achievements. We heard staff say, "good boy/girl", "really great job" and "excellent". Staff dealt with minor behavioural issues quietly and consistently, they gave explanations and promoted sharing. Staff responded well to children's individual needs. For example, a staff member cuddled a child when the child became upset. Staff sat at the children's level on the floor or at the tables and used appropriate language to communicate with them. This created a very calm and positive atmosphere.

Staff enthusiastically joined in with children's play and we heard lots of laughter, such as when they pretended to be butterflies with the children. Staff promoted children's language development by repeating words and numbers and talking to children about what they were doing whilst playing on the playdough table. Staff promoted some basic Welsh language such as colours. They encouraged children to do most things for themselves, such as visit the toilet, wash and dry hands and to get their pack lunch from their bags independently. Children asked to eat their snack but staff told some children that they had to wait as there was no room at the table. Staff promoted children's play, learning and development well and effectively met their individual needs. A keyworker system is in operation and staff use various assessment documentation to plan children's development targets. Staff used

individual play plans where necessary to support children with specific needs.



### **3. Environment**

**GOOD**

#### **Summary**

Children are cared for in a light, airy, mostly open plan and welcoming premises. There are some limitations with regard to the premises as all resources must be set up and packed away daily, including the outdoor area. However, the environment is child centred, safe and well maintained with a good range of resources and equipment which promotes children's all round development.

#### **Our findings**

The entrance to the service was secure from unauthorised access. Leaders maintained a record of visitors. They had completed and reviewed general risk assessments for all areas of the premises. Staff erected fencing to ensure that the outdoor area was safely enclosed and secure when used. Records evidenced annual tests for heating and electrical equipment. They carried out termly fire drills to keep children and visitors safe. However, leaders had not kept detailed records. Prior to the publication of this report, leaders provided evidence that they now keep more detailed fire drill records. The kitchen was out of bounds to the children.

The indoor play areas were very welcoming and provided a highly stimulating environment for play, learning and development. There was plenty of space and facilities to meet the children's needs, including various play areas for quiet time, circle time, table top play, floor play and messy play in line with the principles of the Foundation Phase. The premises promoted independence well. For example, children could freely and independently visit the toilet when needed. Resources were stored at low level in labelled boxes so that children could access them easily. As well as the main playroom, children had access to a 'messy room' where they painted or played with the sand or water tray. We did not see the outdoor area used during the visit, however, leaders provided photographic evidence of how the area is normally set up including experimental, role play and physical activities. Leaders told us that, normally, children would freely access the area on a daily basis but as it was the first week of the new term and new children were settling in they had not set up the outdoor area on the day of the visit.

Children had access to a wide-ranging supply of good quality toys and materials that suited their needs and interests. We saw numerous resources to promote children's all round development. There was plenty of furniture, equipment and toys for indoors and outdoors. All areas, equipment, furniture and toys were clean and in good condition. We saw that staff ensured that children reflected on and celebrated different cultures and identities. For example, there were different costumes in the dressing up area, dolls, books and jigsaws representing different races and cultures. Staff told us that they celebrate various festivals,

such as Chinese New Year and Around the World as well as the traditional festivals. Leaders told us that they complete craft activities, try various foods and practise greetings, songs and dance for the different traditions/countries.

## 4. Leadership and Management

**GOOD**

### Summary

The leadership at the playgroup is effective. The service mostly meets the national minimum standards and regulations. Staff recruitment is robust, however, some core training needs to be updated. The required records, policies and procedures are in place, however, some minor improvements are needed. The service has good partnerships.

### Our findings

We found that the service was well run and organised. Leaders had a statement of purpose in place which clearly reflected the service provided. There was a comprehensive range of policies and procedures and leaders had reviewed them. We sampled a range of children's records such as contracts, information forms, emergency medical consent and various permission forms and these were mostly in order. However, some documentation had not been signed by the parents where necessary, referred to Ofsted instead of CIW and children's first language or religion preferences had not been recorded. Prior to the publication of this report, leaders provided CIW with documents containing information about the child's first language and religious preferences. The systems to monitor the development of children was effective. Staff completed observation and assessment forms to monitor and track children's development and they updated them when children achieved their goals and targets. Leaders undertook observations of themes and evaluated them, to plan additional activities and further develop the theme. Leaders kept records of attendance for children and staff.

Leaders are effective at self-evaluation and identifying areas for improvement. The service had a self-evaluation system, which included a children's questionnaire/picture, parent questionnaires and leaders obtained feedback from staff via supervision and team meetings. Leaders also received feedback from the advisory teacher who visited the service regularly. Leaders were in the process of completing their quality of care report for this year, as it was due at the end of September 2019 and agreed to forward a copy to CIW. Prior to the publication of this report, CIW received the quality of care report.

Leaders have a robust recruitment process. Staff files sampled contained the required information. Staff supervision was regular and annual appraisals had taken place. Staff told us that they felt well supported and had regular opportunities to discuss issues and attend training to support their personal development. Leaders told us that they also hold monthly staff meetings. Of the five staff employed, three held a level 3 qualification, one staff member was in the process of completing a level 3 qualification and one staff member held the level 2 qualification. Most staff held the core training certificates such as first aid and child protection. However, one child protection certificate was dated 2006 and no staff

had renewed their food hygiene training certificates for some years. Leaders told us that no food was prepared at the service. Training records showed that the leaders provided regular training for staff as well as specialised training to meet the needs of individual children, such as various Additional Learning Needs, Health and Safety, Fire Safety, Bilingualism in the Foundation Phase and Prevent training. Leaders implemented their contingency arrangements during the visit due to an unexpected staff absence, therefore, meeting the staff to child ratio.

Leaders provided parents with verbal and written information about their child's development. They use the 'Class dojo' electronic system to share photographs and Facebook for general information about the service. Staff and parents shared information at collection and drop off time. A parent gave positive feedback about the settling in process and the information provided to her. Leaders told us that they have visits from various agencies and organisations such as the forest school, living eggs, Welsh sessions, and a yoga class teacher. They had also taken the children on trips to places such as St Fagan's and a local farm to learn about the animals. Leaders told us that they had fantastic links with the advisory teacher and the local schools, health visitor and had very good relationships with the parents. They told us parents supported the service well and happily involved themselves with various themes, such as 'marvellous me' where they helped their child to create a family tree.

## **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 provider should:

- ensure the nappy changing policy is followed at all times;
- consider using more than one table for snacks to allow the children free choice of when to eat;
- ensure documentation are signed by the parents were necessary; and
- ensure core training such as child protection and food hygiene is up dated in a timely manner for all staff members.

## **6. How we undertook this inspection**

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

One inspector visited the service on 4 September 2019 for approximately four and a half hours. We:

- inspected a sample of documentation and policies;
- observed practice;
- completed a premises inspection;
- spoke to some children, one parents and to the staff; and
- provided detailed feedback over the telephone to the registered person on 9 September 2019.

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
Registered Person	Claire Watkins
Person in charge	Claire Watkins
Registered maximum number of places	28
Age range of children	2 – 5 years
Opening hours	Monday to Friday, 9:30am to 1:30pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	05 June 2015
Dates of this inspection visit(s)	04 September 2019
Is this a Flying Start service?	N/A
Is early years education for three and four year olds provided at the service?	N/A
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 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

Date Published 08/11/2019