



Childcare Inspection Report on

Shirenewton Playgroup

**Shirenewton Recreation Hall
Shirenewton
Chepstow
NP16 6RG**



Date Inspection Completed

10/04/2019

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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

Beverley Lindsay is the Registered Person (RP) and the Person in Charge (PiC) at Shirenewton Playgroup. The playgroup has been registered since 2003 and is able to care for up to 26 children, aged from 2.5 to 4 years of age. The playgroup operates Monday to Friday 9.30 to 12.30, term time only. The playgroup is located in a community hall in the village of Shirenewton. Care is provided through the English language with the use of incidental Welsh. The setting is also a registered non- statutory education provider for three and four year olds and is therefore subject to inspections by Estyn.

Summary

Theme	Rating
<u>Well-being</u>	Excellent
<u>Care and Development</u>	Excellent
<u>Environment</u>	Good
<u>Leadership and Management</u>	Excellent

1. Overall assessment

Outcomes for children attending the playgroup are excellent. Staff are positive and enthusiastic about their roles and the children have clearly bonded with them. The Responsible Individual (RI) who is also the Person in Charge (PiC) and the staff team work very hard to build and maintain positive relationships with families and the wider community. Children's development is supported by thorough and individualised monitoring of their development with an excellent range of activities to support their all round development. Resources are of a very good standard which are plentiful and fit for purpose. The PiC leads by example and all staff were fully engaged in the inspection process and were open and transparent in their interactions with us.

2. Improvements

- Daily registers accurately record children's arrival and departure times;
- greater independence is promoted at snack times with children serving themselves and
- all staff have practised fire drills.

3. Requirements and recommendations

There were no areas of non-compliance identified at this inspection. Recommendations relating to some environmental and policy issues have been made and can be found in section 5.2 towards the end of this report.

1. Well-being

Excellent

Summary

Outcomes for children are excellent as they are well cared for and settled at the playgroup. The playgroup is a happy and calm place in which children learn and play. They are able to make choices about their play as resources are plentiful and their requests are listened to and responded to.

Our findings

Children have a voice as we saw many examples of children's requests being listened to and acted upon. During circle time activities children's views are sought and responded to. One child asked for a specific toy to play with and this was bought for them to enjoy at the playgroup. At snack time children are able to serve themselves from a selection of food and pour their own drinks, promoting good self help and independence skills. The lay out of the playroom enables free movement and provides children with plenty of choice. We noted that the older children express themselves well and make their wishes known and staff respond positively to their requests and conversation. Children ask to join in with games and activities and will tell staff when they want to leave or do something else. Consequently children are happy at the setting and feel comfortable asking expressing their preferences as they know they will be listened to and respected.

Children enjoy their time at the playgroup; they are happy and settled. They have formed firm attachments with staff and are clearly very fond of the people who look after them. They settle quickly and cope with being separated from their main care givers. We saw that some of the older children were starting to form friendships with their peers. Discussions with six sets of parents/grandparents confirmed that children enjoyed their time at the playgroup and are very happy. Children also told us that they like coming to the playgroup to play with their friends and especially like playing in the outdoor garden.

Nearly all children's interactions are very positive with their peers, people who care for them and visitors to the setting. Nearly all children are busy and engaged in tasks and activities planned for them. They follow instructions well and respond appropriately to the daily routines of the setting. They were encouraged to tidy up their toys and most did with some relish. Resources and overall environment are treated with respect. However, some of the children were not fully engaged in the tidy up time routines and spent their time running/wandering aimlessly around the two base rooms; this was not in keeping with how they spent their time for the rest of the session.

Children thoroughly enjoy their play and learning and they are enthusiastic and curious learners, who take great delight in the opportunities the playgroup provides. We noted that children moved freely and independently and were well supported by staff. They particularly enjoyed a problem solving activity of making their own ramps for their eggs to roll down and also loved playing outside, looking for fairies in their garden areas. A good range of incidental Welsh is used.

The ethos of the playgroup supports children to become independent and confident young people and prepares them well, for when they move onto school. Before going outside to play, children are encouraged to put on their own coats and outdoor clothing, and given the time and space to do as much as they can for themselves. Like wise they are encouraged to remove their coats and hang them on their peg. We observed that older children are supported to learn to use the toilet independently; soap and hand drying facilities were close to hand to support their independence in this area. Aprons are located near to messy play areas and children could access these independently. At snack time children are able to serve themselves and are then encouraged to tidy away their plates and clear the table. As resources are plentiful and well positioned throughout the playgroup, this enables children to access them with a high degree of independence. Records are kept relating to the children's progress and staff undertake regular observations. Next steps in learning are identified and records relating to these are detailed and informative. Targets are based on individual needs. Records clearly demonstrate how the children have developed during their time at the playgroup.

2. Care and Development

Excellent

Summary

Staff are well qualified and undertake additional training to inform their practice. There are well developed systems in place to keep the children safe and healthy and the children's welfare and happiness is at the centre of everything they do. Relationships are warm and mutually respectful which provides children with an environment in which they can grow and learn.

Our findings

Staff are clear about their roles and responsibilities in keeping children safe and promote a safe and healthy environment. There is a thorough child protection policy in place, as well as a range of policies and procedures that deal with a raft of health and safety considerations. Information on "Prevent" is included in the child protection policy. Prevent duty became law in England and Wales and there is a duty on all schools and registered early years providers to have due regard to preventing people being drawn into terrorism. Healthy snacks are provided, with a choice of water and milk. Fresh water is provided throughout the session. Children washed their hands after using the toilet and before eating their snacks. The daily register evidences that the correct adult to child ratios are adhered to and are often exceeded ensuring that there is enough adult supervision to keep the children safe. Accident records are completed appropriately with parents/carers signatures in place. There is a system in place for recording pre existing injuries for children attending the setting. There are clear routines in place for the management of children in their garden/play area which is not located directly outside the community hall, but across a field, a short walk away. Established routines are in place for the drop off and collection of children, which ensures it is well managed and safe.

Staff manage interactions very well. They promote positive behaviour as they act as good role models and treat each other and the children with consideration and respect. They position themselves carefully throughout the setting in order to provide help and assistance. This also ensures they keep a close, but unobtrusive eye on the children and are able to intervene swiftly if any difficulties occur. They listen to children and respond in a timely manner. There are clear policies and procedures in place for dealing with unwanted behaviour. Staff offer gentle reminders to share and take turns, but we noted that there was very little need for adult intervention. There is a "kindness wall" and children's names are placed on here and a certificate sent home when they have demonstrated kindness and consideration to others.

Children are cared for by staff who are caring and responsive to their needs. They are enthusiastic and knowledgeable which ensures that children's play, learning and development are promoted to a high standard. Children are very well supported by the staff team to learn, develop and become more independent and this is a real strength of the playgroup. Transition into the playgroup is well planned and supports both the children and their families. Planning for activities takes place and takes into account the changing needs and interests of the children. Activities are evaluated well and clearly highlight what has

worked well and what needs to be changed in order to make improvements. The staff group meet as a team regularly to discuss any on going issues. Children's development is monitored by their keyworkers. However each staff member provides feedback on the children and this ensures there is a full and holistic view of each child. Records demonstrate that staff know the children very well and support them appropriately and this is an exceptional area of strength within the playgroup.

3. Environment

Good

Summary

The setting is very well equipped with a range of quality resources which children can access, promoting a high level of independence. It is a pack away service as it is a shared hall and therefore the playgroup is limited by what they can present and display in the hall. However, the staff do a very good job in setting up the hall to make it interesting and engaging. The outdoor play space/garden although situated away from the hall, provides a lovely additional play space for the children to enjoy.

Our findings

Overall, leaders ensure the environment is safe. Detailed safety checks are carried out on a daily basis and maintenance issues are recorded and dealt with. Safety certificates are in place and risk assessments are detailed and thorough. However, we did note that room temperatures are not monitored and also radiators are not suitably covered and when hot could cause a risk to children. Insurance certificates are up to date. Records demonstrated that fire alarm testing and evacuation drills are carried out on a regular basis. Fire evacuation and emergency procedures are displayed in prominent areas throughout the setting. We noted that all areas were clean and free from hazards. The infection control audit has been undertaken. The outside space is well utilised and provides an interesting and engaging place for children to play. However, this is located away from the main hall and has to be accessed by walking across a field and therefore cannot be accessed in very wet/muddy weather.

Leaders ensure that the setting is well resourced, providing a safe, stimulating and suitable environment for children to learn and develop. The environment meets the needs of the children well. We saw children making use of a range of resources such as mark making, water and sand play, a home corner and painting. All external doors to the building are locked ensuring a high level of security. The gate to the garden is bolted. However, this is in a shared, public area and can be accessed by members of the public. Visitors are required to sign in and out of the playgroup. The premises are well maintained and cared for and are in good decorative order. The main play room is arranged to enable children's easy movement and access to the resources promoting choice, decision making and independence. The kitchen is used for the preparation of snack. There are two rooms used by the playgroup and therefore there is suitable space whereby confidential conversations can take place. Sensitive/confidential information is stored safely as there is a lockable storage cupboard

Leaders ensure that children have access to a wide range of quality resources that support and develop their needs. Resources are plentiful and are readily available supporting children's independence and choice. There is a good selection of Welsh language and multi-cultural toys and books. Furniture is of good quality, well maintained and is appropriate to the age of the children. Resources support the foundation phase curriculum and are appropriate to the needs and interests of the children.

4. Leadership and Management

Excellent

Summary

Leadership of the setting is very effective. The RP/PiC and staff team fully engaged in the inspection process and were open and transparent throughout the process. The RP/PiC leads by example and acts as a good role model. Partnerships with parents, schools and wider community are effective and serve the best interests of the children and their families.

Our findings

The playgroup is very well managed and provides a quality service and this is due to effective leadership and management. It is compliant with the relevant child care regulations and in many cases operates above the national minimum standards for registered child care providers. Record keeping is well organised and structured and we were able to locate information with some ease. There are a range of effective and well written policies and procedures which ensure parents are able to make a choice about using the service. However, the Missing Child policy did not state that a referral would be made to social services, if a child were to go missing. The setting does not currently have a Nappy Changing Policy, which needs to be in place as some children do attend the playgroup wearing nappies. We also noted that the medication forms only included a space for one member of staff 's signature when all medication administered should be witnessed and signed for by a second member of staff. Regular meetings ensure communication is on going and staff know what is expected from them and they in turn feel supported in their role. The PiC works with a range of agencies such as the local authority education advisor to keep informed of best practice and this is reflected in the way in which the playgroup is managed and the positive outcomes for the children who attend. Leadership across all levels of the playgroup is impressive as all staff members take responsibility and use their initiative, as well as following the routines and procedures to ensure the playgroup runs smoothly and efficiently.

Self evaluation and planning for improvement is excellent and there is a clear vision for the service. The RI/PiC engages with a agencies such as the local authority to evaluate the setting and further improve the service. There is a service improvement plan which details how the service will move forward and we noted that the management team have acted upon recommendations made in previous inspections. Parents have the opportunity to contribute to evaluating the service as they are invited to complete a questionnaire which feeds into the annual quality of care report. Views of children are sought regularly and these are fed into the planning of activities and resources. Staff are well trained and supported and therefore aware of current best practice and this is implemented within the setting.

Management of the team and resources is effective and the playgroup runs smoothly and efficiently. The RP/PiC has a clear vision for the future and was able to discuss future plans with a high degree of confidence. The team work very well together, are aware of their roles and responsibilities and communicate effectively with one another. There are regular staff meetings which ensures on going issues are dealt with quickly and efficiently. There is a small team of staff, but they are able to cover any absences by calling upon part time staff;

agency staff are not used. This ensures there is a continuity of care for the children who attend.

Partnerships promote positive outcomes for the children and parents/carers and are very effective. We spoke with six sets of parents/grandparents and they told us that they were very happy with the playgroup and felt they could approach staff about any issues or problems they may have. They found staff to be supportive and approachable. Keyworkers are available for parents to speak with on a daily basis and this ensures communication is open and on going. Additionally, the playgroup undertakes parent consultations twice yearly. The RI/PiC liaises with the local school to ensure transition for the children is as smooth as possible. The service provides up to date assessment information on the progress and skills of the children. Records demonstrated that parents complete contracts and personal information forms prior to starting at the playgroup. The personal information captures the child's individual preferences and personality. Children are encouraged to have settling in sessions, all of which supports a smooth transition from home to the playgroup and enhances the child's over all well being.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

The following recommendations were discussed with RP/PiC as part of the feedback process:

- Monitor and log room temperatures to ensure they are appropriate for the setting all year round;
- make arrangement to cover the radiators or manage their temperature to ensure they do not pose a risk to children when switched on;
- write a Nappy Changing policy;
- update the Missing Child Policy to include that Safeguarding would be informed if a child were to go missing and clarify the length of time before police/family would be called;
- review medication forms so that two staff signatures are obtained when medication is administered and
- review tidy up time and the management/engagement of all children.

6. How we undertook this inspection

One inspector undertook an unannounced inspection visit which examined all four themes over two visits on Wednesday 10th and Thursday 11th April 2019; a total of 6.5 hours was spent at the playgroup. The following methodology was used to gather evidence for this report:

- Observations of care routines and practices;
- discussion with RI/PiC and staff;
- conversation with several children;
- visual inspection of both inside and outside play areas;
- consideration of information held by CIW;
- feedback from six sets of parents;
- sight of a range of policies and procedures and
- consideration of information held in staff personnel files and children's developmental files.

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
Registered Person	Beverly Lindsay
Person in charge	Morgan Baker Beverly Lindsay
Registered maximum number of places	26
Age range of children	From 2.5 to 4 years of age
Opening hours	Monday to Friday, 9.30 to 12.30 Term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	6 th November 2015
Dates of this inspection	10 th and 11 th April 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?	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:	

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