



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Wenvoe Playgroup

The Wenvoe Village Hall

Wenvoe

Cardiff

CF5 6AG



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Description of the service

Sandra Morgan is the Registered Person (RP) for Wenvoe Playgroup. The playgroup is registered to care for up to 30 children aged from two years and four months to twelve years, although they currently only care for children up to the age of their fifth birthday. The RP also acts as the Person in Charge (PiC) and manages the playgroup on a daily basis. The playgroup operates from shared rooms and hall in Wenvoe Village Hall and has good links with the nursery at the local primary school. The setting is open from 9.00 to 11.45, with a lunch club from 11.45 to 12.45, Monday, Tuesday, Thursday and Friday and on a Wednesday from 9.00 to 3.15pm. Care is provided through the medium of English, with the use of incidental Welsh.

Summary of our findings

1. Overall assessment

The playgroup has a real community feel and offers a good, caring and reliable child care service to the people of Wenvoe. We found that the outcomes for children attending the playgroup are good. Activities are supported by a range of resources, which are plentiful and fit for purpose. The indoor environment is adequate as it is shared hall and rooms and therefore not purposefully designed for use by children; but staff try to make it inviting by decorating large display boards. The children benefit from the outside garden being solely for their use and this provides an attractive outdoor play environment. There is planning and some evaluation of activities. Staff are positive and enthusiastic about their roles and the children have clearly bonded with them. The PiC and staff team work very well together and were fully engaged in the inspection process. They were open and transparent in their interactions with us.

2. Improvements

- A keyworker system has been developed and information about this is displayed for parents in the foyer;
- staff files indicate that nearly all have received an appropriate induction into the playgroup;
- a separate area has been coned off to enable children to play on ride on toys safely;
- communal hand towels are no longer used and
- supervision sessions are held on a more regular basis.

3. Requirements and recommendations

Two areas of non compliance relating to staff files and smoke detectors were identified during the inspection, but a non compliance notice was not issued as the PiC had begun to address the issues identified immediately following the inspection.

Recommendations for on going improvement have been included in a section which can be found towards the end of this report. These mainly relate to the record keeping element of the service.

1. Well-being

Summary

Children are well cared for, happy and settled at the playgroup. The playgroup is a relaxed and calm place in which children can learn and play. They are able to make choices about their play as resources are plentiful and their requests are responded to. Their individual needs are well catered for and staff know the children well.

Our findings

1.1 To what extent do children have a voice?

Children have a voice as we saw many examples of children's requests being listened to and acted upon. When playing, the children were able to choose from a range of resources and we saw children move freely between activities. When choosing stickers for recognition of good behaviour, children really enjoyed choosing their favourite colour and wore them with pride. After lunch, the older children were able to leave their tables and go and play with a wide variety of toys. They expressed themselves well, made their wishes known and staff responded accordingly. Consequently children are happy at the setting and feel comfortable asking for resources and expressing their preferences. For example, we observed that one child was offered the option of making their Christmas angel. They declined as they were happy playing with Lego and building a house; their wishes were respected. However, further consideration could be given to involving children in the evaluation of activities and gathering their ideas for future planning. Children's views are not regularly sought or recorded in a formal manner and this is an area that could be developed. This was discussed with the PiC and she agreed she would give this further consideration.

Children's needs and wishes are responded to by a staff team that know them well.

1.2 To what extent do children feel safe, happy and valued?

Children are generally settled and cope with being separated from their main care givers. They have formed firm attachments with the people who care for them and staff are very sensitive to their needs. Parents we spoke with confirmed that their children are very happy and enjoy spending time at the playgroup. Comments included: *"My child is very happy here, the staff are lovely;"* and *"I wish I had started my child here sooner, they are so happy and have come on so well."* We noted that it was a child's birthday. A birthday hat was made and they had a birthday cake and everyone sang happy birthday; the child beamed with happiness and really enjoyed sharing the birthday cake with their friends. We saw that many of the older children had formed friendships with their peers. They were able to share, co-operate, take turns with one another with some ease and this will serve them well as they move onto school. We heard lots of chatter and laughter, which demonstrated their high level of happiness and security within the setting. Children are awarded stars/stickers for good behaviour and effort promoting a sense of self worth and high self esteem. Children's work is displayed and this helps to promote a sense of belonging as well as celebrating their hard work and achievements.

Children are happy and settled; they enjoy their time at the playgroup.

1.3 How well do children interact?

Children interact positively with their peers and the people who care for them. Nearly all children maintain interest in the tasks and activities planned for them. A group of children thoroughly enjoyed playing with a range of small world toys for a sustained period of time, using their imagination, expressing their ideas and generally having a lovely time in their play. Another group enjoyed cutting out pictures from magazines and catalogues, sticking and gluing, all of which supports their fine motor skills. This activity provided lots of stimulus and conversation starters with the staff member who was sat with them. The children know the routines and follow instructions well. We noted that nearly all children have good manners and are able to take turns. They treat one another, staff and their environment with respect and consideration. Children used resources appropriately and they enjoyed tidying away their toys during the session.

Children's interactions are very positive; they are engaged, busy and enjoy their time at the playgroup.

1.4 To what extent do children enjoy their play and learning?

Children are able to explore and enjoy their learning, both inside and outside with a considerable amount of freedom. We noted that children moved freely and independently and were well supported by staff. Children engaged in a range of activities such as mark making, play doh, the home corner and playing with a large selection of small world toys. Children also benefit from being able to access a large hall. When it is too wet or cold to go outside, this space provides them with the opportunity to play with a selection of ride on toys, cars and other resources which support their gross motor skills. The space also provides increased choice and variety. In the main hall, we saw a staff member lead a dancing/singing activity the children joined in with real enthusiasm. Children benefit from attending a playgroup where free play is at the heart of the service; staff follow their lead and only intervene if needed or if children invite them to play. Children are happy and engaged in a setting where the atmosphere is warm and supportive.

Children thoroughly enjoy their play and learning.

1.5 How well do children develop, learn and become independent?

Children are generally encouraged to become independent. We observed that the older children use the toilets with little support, washing and drying their hands with verbal prompts. There is an emphasis on developing everyday skills such as putting on their own coats and these skills are promoted as part of the daily routines. We noted that the playgroup supports parents/carers with potty training and routines are followed from home, which provides children with a consistent approach. Children help to distribute the plates of food at snack time and given their young age, they cope well with this. Children manage their packed lunches independently. Records are maintained relating to children's progress and observations are noted. However, in the records we saw, we noted that staff tend to record what the children can do and what

they have achieved; they did not identify next steps in learning. Nevertheless, children's files are informative and do demonstrate how children have developed during their time at the playgroup. Staff know the children extremely well and were able to discuss their needs and progress with us in great detail.

Children are well supported by the staff team to learn, develop and become more independent.

2. Care and Development

Summary

Staff have the children's welfare and happiness at the centre of everything that they do. They are enthusiastic, conscientious, experienced and most are suitably qualified. Relationships are warm and mutually respectful, creating a calm, safe and inviting environment in which children can play and learn.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are clear about their roles and responsibilities in keeping children safe and they promote a safe and healthy environment. There is a child protection policy in place, as well as a range of policies and procedures that deal with health and safety considerations. We informed the PiC that more in-depth guidance/information on "Prevent" should be included in the child protection policy. From 1 July 2015 the Prevent duty became law in England and Wales. There is a duty on all schools and registered early years' providers to have due regard to preventing people being drawn into terrorism. The policy should also include another person staff can contact if the PiC is absent from the setting. Information is kept and staff are aware of those children with food allergies and intolerances and undertake the necessary precautions. Healthy snacks are provided, with a selection of fruit, vegetables, water and milk to drink. Children are reminded to wash their hands at appropriate times such as before snack time and after using the toilet; which supports children to develop healthy habits. There are robust systems in place for managing children safely when parents drop off and collect and all staff know their roles and follow the routines well, ensuring children are kept safe and secure.

Staff are vigilant regarding their responsibilities relating to health and safety. Hand washing and healthy snacks are promoted and therefore provide children with a good platform to develop healthy habits.

2.2 How well do practitioners manage interactions?

Staff manage interactions well. There are clear policies and procedures in place for dealing with unwanted behaviour. Overall, staff are consistent in their approach and work well as a team to support the children to play and learn. When needed, staff intercepted children to ensure their play stayed safe and appropriate. Furthermore, staff provided clear, concise instructions and used positive behaviour management strategies to support children with their behaviour. Staff promote positive behaviour as they act as good role models and treat each other and the children with consideration and respect. At circle time, children were reminded to listen, as well as being encouraged to ask questions. The circle time activity and reading sessions were not too long, so children responded positively and engaged well with one another and the staff. We heard lots of praise and recognition of good work, effort and behaviour, which children responded to positively.

Staff have a good understanding of managing children's interactions and as a result the setting is a happy and relaxed place to be.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff are caring and responsive to the needs of the children. Planning for activities takes place. However, written evaluation of these activities is sparse and this is an area that needs to be developed further. Each child has a "Learning Journey" journal which is a written and photographic record of their time at the playgroup with observations by staff and a lovely keepsake for their parents/carers. Children's development is further monitored and this provides some detail and information on how the children progress. We heard lots of examples of staff extending the children's learning when working and playing with them. During a craft activity, children were asked to identify different colours in English and Welsh and talk about their creation. There is good use of the Welsh language; some display boards are labelled and completed in Welsh and circle time activities were conducted in both English and Welsh. The Welsh language and culture is both celebrated and promoted.

Children's play, learning and development is promoted by a staff team that are enthusiastic and knowledgeable.

3. Environment

Summary

The playgroup makes best use of the community hall. It is a shared space and run by a local committee, therefore the PiC has very little influence over the environment. Risk assessments and daily checks are in place to help ensure the playgroup is a safe and secure environment. The children benefit from being able to access an outdoor play space, and this is well maintained and an inviting space for children which supports their learning, play and development.

Our findings

3.1 How well do leaders ensure the safety of the environment?

The PiC ensures the premises are safe and secure. They implement nearly all of the safety requirements of the National Minimum Standards and work hard to ensure the premises are inviting for the children. There were daily safety and risk assessment checks completed prior to the children arriving and we saw that these are completed regularly. We saw from records that an emergency evacuation drill had been undertaken recently and that these are completed often. Staff positioned themselves well throughout the setting. This helps to ensure that they can monitor the children's safety in an unobtrusive manner and be on hand to offer assistance if needs be. We heard lots of communication between staff regarding their location and they worked well together. This ensures that all areas of the setting were suitably supervised and therefore safe for the children. However, smoke detectors need to be installed and tested regularly as this will ensure the setting is fully compliant with Regulation 38 of The Child Minding and Day Care (Wales) Regulations 2010 and that staff are alerted immediately if a fire were to break out in any part of the building.

Overall there are measures in place to ensure that the playgroup is a safe environment for the children. However, smoke detectors need to be installed as a matter of priority.

3.2 How well do leaders ensure the suitability of the environment?

The children benefit from a large indoor space which although shared with other community groups, still has a sense of ownership for the playgroup. There are display boards, which showcase some of the children's work. Additionally, staff have their names and recent photographs on a display board in the entrance foyer, which also holds lots of relevant information about the playgroup. The children share the general toilets and the playgroup has provided a selection of stools to enable the children to reach the toilets and sinks, as these are nearly all adult size. There is a separate toilet which is used to change children's nappies, providing a suitably private space. There is a secure, accessible outdoor play space which the children enjoyed using and there has been much financial investment in this area over the years. There are a range of checking systems and routines in place to ensure the environment is suitable for a child care setting.

The PiC has systems and routines in place to ensure the suitability of the premises.

3.3 How well do leaders ensure the quality of resources and equipment?

Children have access to a variety of good quality play equipment and resources, which enhances their play experiences. Some of the toys are multi cultural and we were told that resources are rotated to help maintain the children's interest. These were made available in sufficient quantity to ensure all children had good variety and choice. Furniture was appropriate for the age of the children and in good condition; it was also clean and well maintained. Staff cleaned the furniture and toys before putting them away. Outside there was suitable storage and extra toys were stored here

Leaders ensure children have access to a range of resources and equipment which support their all round development and play experiences.

4. Leadership and Management

Summary

Leadership of the setting is effective. The PiC is very experienced as she has worked at the playgroup for some years and this offers a consistent service to parents and the wider community. She fully engaged in the inspection process and was open and transparent throughout.

Our findings

4.1 How effective is leadership?

Wenvoe Playgroup is a well run and organised playgroup. It is compliant with nearly all the relevant child care regulations and national minimum standards for registered child care providers. There are a range of effective and well written policies and procedures. Record keeping is organised and structured and we were able to locate information with some ease, especially as the setting does not have a designated office. The PiC and the staff team are conscientious and dedicated to providing a quality service. Information to parents regarding the service is provided through an information booklet which includes a summary of the main policies and procedures such as child protection and behaviour management. There have been a number of changes over recent years, with the group moving from being an accredited education provider, to that of a playgroup and it is in the process of adapting to these changes. The PiC is committed to the long term success of the playgroup and undertakes a huge amount of work in her own time, as do all of the staff team. Their commitment should be commended. The PiC has a clear vision for the playgroup and this is shared with the staff.

Leadership is effective. The playgroup is well run and provides good outcomes for the children and their families.

4.2 How effective is self evaluation and planning for improvement?

Self evaluation and planning for improvement is good. The annual quality of care review and subsequent report is detailed and informative. It provides clear information as to the PiC's vision for moving the service forward. Children and parents are invited to complete questionnaires and their comments are acted upon, such as providing full day care for one day per week. The PiC responds positively to advice and guidance and we noted that nearly all of the recommendations made at the last inspection in November 2014 had been acted upon and implemented. The PiC has a clear view on what needs to be improved or developed and discussed the plans with us in some detail. Parents informed us that they felt comfortable and confident approaching the PiC and the staff team with any concerns and suggestions and felt they were listened to. More could be done to gain and record the views of the children and use these to inform their planning and evaluation of activities.

Overall the PiC has a clear vision for the playgroup and makes good use of self evaluation and planning to inform this process.

4.3 How effective is the management of practitioners, staff and other resources?

The team work well together, are aware of their roles and responsibilities and communicate well with one another. This helps ensure that the playgroup runs smoothly and efficiently. Staff receive one to one support sessions on a termly basis and the notes from the sessions have a reasonable level of detail. There are regular staff meetings which aids further communication. However, many of the meetings are not recorded and these are often undertaken informally. The PiC is aware of the need to ensure that these meetings are appropriately recorded. This will ensure decisions are recorded and their impact on the service delivery effectively assessed. There is a small team of staff and they tend to cover any absences from within the staff team and agency staff are not used. This ensures there is a continuity of care for the children who attend. The PiC also calls upon a member of staff to work on an ad hoc basis or needs must basis. We found that the personnel records relating to one member of staff were not as detailed as they should be and we informed the PiC that all staff should have the necessary checks, in order to ensure they are suitable to work with children. The PiC assured us that this would be addressed immediately and therefore we did not issue a non compliance notice. We saw from registers and rotas that adult to child ratios are frequently exceeded and nearly all staff are appropriately qualified.

Overall, management of staff and resources is good and supports the smooth running of the playgroup, but the PiC needs to ensure that all staff have the required checks in place.

4.4 How effective are partnerships?

The setting has good relationships with parents and the wider community. We saw that the local Co-Op shop had donated a large sum of money to the playgroup to help with on going costs and investment in the service. The playgroup frequently visits the community library and there is an effective system in place for the children to loan and return books. The playgroup hold's Stay and Play sessions for parents and new children, so that they can become more familiar with the staff and routines of the playgroup. Additionally, children are encouraged to have a settling in session, all of which supports a smooth transition from home to the playgroup and enhances the child's over all well being. One parent commented in a returned CSSIW questionnaire *"After attending the playgroup as a family, we were confident in the safety and competence of the staff."* Records demonstrated that parents complete contracts and personal information forms prior to their child starting at the playgroup. The personal information captures the child's individual preferences and personality. All parents spoken with confirmed they received regular verbal feedback on their child's progress and time at the playgroup. The playgroup has developed positive relationships with the nursery based in the local primary school; this is located within very easy walking distance. The playgroup is invited to the school at special times of the year such as Christmas and Sports Day.

Partnerships are effective and promote positive outcomes for the children and parents/carers who use the service.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

The following areas of non compliance were identified. These were serious matters. However, a non compliance notice has not been issued as the PiC confirmed that appropriate action was being undertaken, in order to address the issues and the necessary photographic and photocopy documents would be sent to CSSIW in the very near future.

Regulation 38(1)(a)(c) as there were no smoke detectors in place and therefore we could not be satisfied that there were adequate systems in place to give warnings of fire.

Regulation 28(2)(b)(ii) and Part 2 of Schedule 1 and Part 2 of Schedule 2 - This is because not all staff files held the required information outlined in the regulations to ensure the fitness of staff caring for children.

5.3 Recommendations for improvement

Following recommendations were discussed with the PiC:

- Update Child Protection policy with more information on Prevent and also include a procedure as to who staff should contact, if the PiC is absent from the setting;
- introduce a more robust approach to evaluation of activities and planning;
- involve children in the evaluation of activities and include their ideas for planning;
- clearly identify next steps in learning for the children and record these in their individual records and
- record all staff meetings.

6. How we undertook this inspection

One inspector undertook two inspection visits, the first being unannounced, which examined all four themes on Monday 20 and Wednesday 29 November, with a feedback meeting held on Friday 1 December 2017. 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;
- informal discussion with parents/carers and grandparents who were collecting their children;
- discussion with PiC and staff members;
- conversation with several children;
- visual inspection of both inside and outside play areas;
- consideration of information held by CSSIW;
- returned questionnaires by five 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.cssiw.org.uk

7. About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Sandra Morgan
Registered maximum number of places	30
Age range of children	From 2 years, 4 months to 5 years of age
Opening hours	9.00am to 12.45pm Monday, Tuesday, Thursday, Friday 9.00am to 3.15pm Wednesday Term time only
Operating Language of the service	English
Date of previous CSSIW inspection	5 and 25 November 2014
Dates of this inspection	20 and 29 November and 1 December 2017
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:	