



Childcare Inspection Report on

Westend Playgroup

**Westend Playgroup
St Francis Millenium Centre
Park Road
Barry
CF62 6NX**



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Description of the service

West End playgroup was registered with Care Inspectorate Wales (CIW) in August 2009. The registered person and person in charge is Ceri Limbrick.

The playgroup offers sessional care for a maximum of 28 children aged 2-5 years at any one time and is located within St Francis Millennium Centre Barry. The service is open between 9.15am and 12.00 noon termly, three mornings per week for two weeks during the summer.

Summary of our findings

1. Overall assessment

West end playgroup offers a safe and stimulating environment for children. Children attending are happy, enthused and inspired by their play and learning. Staff know the children well and are able to meet their needs. Children benefit from warm caring relationships.

2. Improvements

New boilers have been fitted.

3. Requirements and recommendations

None.

1. Well-being

Summary

Children thoroughly enjoy their play and learning at this service and interact in a highly positive manner. Children are engaged in activities and are able to play with a vast range of resources which stimulate their curiosity and interests. They are confident in communicating their choices and they are fully valued and secure. The children develop in all areas through their learning and play experiences

Our findings

1.1 To what extent do children have a voice?

Children are able to make choices and decisions and are provided with opportunities to express themselves and know their communication is valued.

Children started to play as soon as they had hung their coats on their pegs and were soon deciding what they wanted to play with. Children chose which small group they wished to join; some joined a group and made “fat balls” for the birds, which they could take home later. Children chatted to staff and asked questions throughout this activity and listened carefully to the answers. Children followed their own interests and engaged with each other especially in the doctors’ corner where they were able to dress up and play make believe with stethoscopes, bandages and thermometers, all the time chatting away to each other, us and staff. Children were able to play with train sets or on the indoor slides where they were supervised and aware that they had to take turns. Two children wanted to paint and soon were creating colourful works of art to take home. Throughout the free play session children’s views, questions and general communication was heard and responded to.

Children’s voices and requests are heard and they are comfortable to express themselves.

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

Children are praised regularly are confident and show lots of smiles and laughter.

We saw children confidently moving around the playroom, choosing to play with toys or enjoying more structured activities with staff. The children were considerate to each other in the main and understood sharing and taking turns. Children received praised for their achievements both in Welsh and English and we heard “well done for sharing” or “Da iawn” for keeping still and listening to the story. Children were delighted to receive stickers and recognition for trying new activities, for example, a more difficult puzzle, and reacted with smiles and hugs when they were praised. All the children reacted positively when their achievements were recognised .During registration children enjoyed answering the register in both Welsh and English and were happy to sit quietly until their names were called. We also had to answer in Welsh and English

which produced laughter and giggles from all involved. Children happily helped to clear up toys and received recognition and praise for their good work.

Children do feel happy and safe and are able to show their feelings.

1.3 How well do children interact?

Children are excited in their play and learning, they enjoy being with other children and staff at the playgroup.

We saw children play together cooperatively and share toys. Children started to play in the doctor's corner and chatted away exploring the uniforms and make believe equipment. Children were very happy to interact in small groups and were delighted to make the "fat balls" for the birds together, and promised that we could have one to take home when they were ready. During snack time they talked together and with staff, overall children were content sociable and engaged. Children were well behaved and they were eager to communicate with each other and staff. Children were confident to show us toys, ask us questions and were keen for us to play, especially with the kaleidoscope when they patiently explained what we should do.

Children positively interact and are encouraged to improve their communication.

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

Children are engaged in a variety of play and learning opportunities that promote their well-being.

We saw children enjoying their play opportunities and sustaining their interest in both structured and free play. They sustained their interest for an appropriate amount of time before moving on to the next activity. Children were able to talk to staff and smiled when they were encouraged to try a new game or complete a puzzle. Children enjoyed playing with construction toys, painting at a table or looking at books. Children thoroughly enjoyed playing make believe and dressing up in the doctor's corner, swapping equipment and listening to all they could with the stethoscope, including soft toys chairs and each other, which resulted in a great deal of laughter. At circle time the children were quiet and listened carefully to the story of "Peppa's Easter Egg Hunt." Children were very excited at the prospect of eating their chocolate eggs and asked "is it very soon?"

Children smiled as they played and were quiet and interested to learn, they enjoy their mornings at Westend Playgroup.

1.5 How well do children develop learn and become independent

Children are confident and motivated and are able to develop their independence through activities and routine.

Children knew the routine when they arrived at the play group and were able to find their own pegs to hang up their coats and bags. They were able to wash and dry their own hands, sometimes with a little help from staff, after snacks or messy play such as painting. The children had learned to help themselves to tissues to wipe their noses and knew where to find the bin. Children were helped to tidy up with the “tidy up song” and were seen to be confident about where to put the toys and games in readiness for the next activity. Some children could use the toilets independently and, without prompting, washed and dried their hands. Children were able to help themselves to snacks and we saw the new jugs and beakers that they would use to pour their own drinks after the Easter break.

Children are developing new skills and learning to become independent.

2. Care and Development

Summary

The staff are motivated and enthusiastic, caring and responsive towards the children. They are consistent and thorough in supporting children's developmental progress. The staff are well qualified and have an in-depth understanding of the children's individual needs and work effectively to meet these needs. Staff are positive role models for children and help to create a warm, fun atmosphere that is conducive to learning, whilst involving children in decision making, evaluating and planning on a variety of levels. Staff plan for a range of activities that encourage children to develop their skills and learn new things. Staff liaise with other professionals to support those children who require additional help.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff implement a comprehensive range of policies and procedures in order to keep children safe and healthy.

Staff promoted healthy lifestyles and provided healthy snacks, milk and water. The service had been inspected by the environmental health agency and received a rating of 5. Staff were aware of children's allergies, which were recorded on each child's personal file, and readily displayed for staff preparing food. There was a clear safeguarding policy in place and staff were able to tell us how to implement the policy and were aware of their responsibilities regarding safeguarding and who to report any concerns to. Staff had attended relevant child protection training. We saw completed records of any accidents or incidents. Staff had attended a first aid and food hygiene training course. There was a timely procedure in place that ensured that training was re-booked prior to the expiry date. Staff consistently kept children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff work in line with their behaviour management policy. They are consistent in their approach and have regard for the children's individual stage of development and understanding when managing interactions.

The behaviour of children was managed in a way that respected and promoted their welfare and development. Staff told us that if repeated unwanted behavioural issues had arisen with a child, they would endeavour to gain an understanding of the reasons behind the behaviours and would work in partnership with the child's parents to resolve the issues. Staff gave each child as much time as they needed to complete an activity and were wholeheartedly engaged with the children at their level in listening to what they said about their creations, giving them praise at every given occasion. Staff promoted children's sharing and encouraged them to be kind to each other. We saw that a child who arrived for the first time was given a big welcome from staff who gave a tour of the premises and

showed the parent and child where everything was located. We saw that the staff were very good role models and saw many examples of them encouraging good behaviour effectively throughout the day with the children; for example, being respectful to each other, encouraging children to share toys and take turns and say please and thank you. Staff were very responsive to children who were a little distressed or out of sorts and responded promptly and effectively with suggestions to play or have a cuddle which usually did the trick. Staff were aware and acted promptly when children became a bit bored or needed one to one attention and they knew the children well and could interact on an individual basis to make the children more settled.

Staff are good at modelling positive interactions and managing behaviour.

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

Staff know, understand and meet children's individual needs and plan for the next steps in their play and learning

Children's needs are met through appropriate observations and planning. Children have developmental charts called "Look what I can do" which showed their progress. We saw children's files which included the charts and showed their development in areas such as recognising colours and shapes or counting. The staff knew the children in their care well and had an up to date understanding of each child's likes, dislikes and preferences from the information recorded on file. Staff practise a reflective approach to their work and use observation and assessments as a planning tool. The progress of children is assessed by observation and recorded in their personal record book which is given to the parents at the end of the year or can be seen at any time. The staff did not provide the 'active offer' in relation to the Welsh language. However, they had learnt some Welsh and practised Welsh songs, words and phrases with the children throughout the day. Children experienced warmth, attachment and belonging as there was a key worker system in place to encourage the development of good, stable relationships. We saw that staff were genuinely affectionate and caring towards the children. Individual need was recognised and met and a staff member was available for one to one caring when necessary.

Children's individual needs and development are recognised and supported very well at Westend playgroup.

3. Environment

Summary

The building is shared and the playgroup has sole occupancy when they are open. There is a large playroom and smaller indoor rooms as well as an outdoor area toilet facilities and a modern kitchen.

Our findings

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

Leaders check the safety and security of the environment daily.

Parents were greeted by the door of the main hall and a member of staff marked the children present in the fire safety and registration documentation. All doors were secure and the outdoor area was safe and contained. All fire equipment was accessible and fire drills were recorded and carried out termly. Risk assessments were carried out daily and recorded. Visitors were required to sign in and out in the visitors book.

Leaders are competent at ensuring the safety of the environment.

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

Children's well-being is promoted by their environment because there is a wide range of toys, facilities and equipment that meets their needs.

Leaders created an exciting and creative environment every day to ensure children had experience of a wide variety of play and learning opportunities. The room was divided into areas such as small world or construction with a quiet area for books and a very popular imaginary/pretend corner. Leaders do put some posters on the wall and children were allowed to display their work to take home. The area looked bright and cheerful and leaders had planned the space very well. Children used small tables and chairs and could access most of the toys themselves.

Leaders have created a suitable and creative environment for children to enjoy.

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

Staff ensure that children have access to furniture, equipment, toys and materials that are appropriate and suitable to their needs. Resources are purposeful, wide ranging, clean and of good quality.

Toys were of good quality and kept clean and functional because they were checked regularly by staff. Toys were suitable and varied for the infants and the children and we saw puzzles and equipment to suit all ages and levels of development.

There were excellent selections of quality resources such as outdoor slides, big push along toys, castles and garages as well as books, dressing up clothes and craft materials. Staff

told us they regularly reviewed their resources to ensure that quality was maintained and make use of any available funding to buy new equipment or toys.

Leaders ensure that resources and equipment are of good quality.

4. Leadership and Management

Summary

The leadership of the staff is effective. The leaders and staff review the service provision in partnership with parents, carers, children and other professionals.

Our findings

4.1 How effective is leadership?

Leaders have a very clear vision for the service and set clear and robust policies that are focused on children's needs. Staff are able to reflect and share their knowledge of children and ensure a positive ethos whereby children feel valued and supported.

Leaders and staff set and strive to maintain high standards of care for the children. There were several folders containing relevant information about each child in their care as agreed between parents or on occasion other professionals like health visitors or speech and language therapists. Other information available included CIW's last report, public liability insurance certificate, certificates of staff qualifications, a statement of purpose and records of any medication administered. A register recorded the children and staff in attendance. All paper work was easily accessible and methodically kept. Observations, assessment and record keeping were deemed essential within the playgroup setting to ensure the needs of individual children were met. Records were kept in line with the service's confidentiality policy and were available for discussion with parents at any time. Information was shared with parents verbally, and in written form. An up-to-date and comprehensive prospectus was available and given or emailed to parents outlining the aims and objectives of the service as well as an operational plan for 2018 which gave information on policies and processes as well as practical advice.

Leadership is consistent and effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders create a reflective practice of ongoing review of the quality of care of the service and involve parents, and children.

Leaders were well organised and had established a system that kept track of the feedback from parents, carers and children by the use of questionnaires and open discussions. A quality of care review was undertaken annually and a report completed, which was made available to all. We spoke to several parents who all stated that they were happy with the service that was provided and that the staff were approachable and would deal with any issues that they might have. All feedback from parents was very complimentary and commented on how their child/children enjoyed and flourished by attending the service. They made comments including how the staff discussed their child's progress with them as and when was necessary. They said that they particularly liked the methods of

communication and found the prospectus was especially useful as was the white board where they could read about themes, daily plans or events

Leaders have systems in place that effectively review the service's quality of care.

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

Leaders follow robust recruitment procedures and ensure that staff understand their roles and responsibilities.

Information on staff files evidenced a thorough recruitment process. All documentation was present that assessed each staff member's suitability. The staff received formal supervision and annual appraisals and told us they understood their roles and responsibilities to care for and develop children through play and learning. We saw from training records and certificates that the staff kept abreast of developments in child care practice by attending relevant training courses staffing ratios were exceeded and the low turnover of staff ensured the children experienced consistency. Staff said that they worked well together as a team, they were respected and valued by management and had opportunities for ongoing training and recognition for their work. Staff had achieved level three and level five diplomas in child care and early learning.

Staff were able to manage their time, plan for activities and record observations and relevant information of children in their care.

Leaders manage staff and resources very responsibly.

4.4 How effective are partnerships?

Leaders work with parents to identify each child's individual needs and to keep them informed about their child's progress and well-being.

Staff involved parents and carers in making decisions about their children's care and built effective partnerships with them. They obtained detailed information about children's needs and preferences by agreeing contracts and completing child record forms as well as keeping them informed on a daily basis. Staff took time to give verbal feedback to parents when they collected their children discussing what the child had achieved and completed during the day, including any significant events or changes in behaviour. When there was a proposal to change an aspect of a child's care, parents were fully involved in the decisions and in the review of these decisions; for example, when children were making a transition from playgroup to school. They had established a working partnership with the local school, meeting regularly with other professionals. The service worked closely with parents and worked hard to engage them through a range of different events and activities such as Christmas and Easter concerts.

5 Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None

6 How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 23 March 2018 for approximately four hours. We:

- Completed a SOFI observation
- observed the children and the care they received;
- looked at a wide range of records, including policies and documents
- had discussion with the registered person;
- spoke to staff;
- looked at responses from parents in respect of the care, viewed a range of thank you cards and letters
- talked with parents and;
- had a tour of the premises

Further information about what we do can be found on our website:

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About the service

Type of care provided	Childrens Day Care Sessional Day Care
Registered Person	Ceri Limbrick
Person in charge	Ceri Limbrick
Registered maximum number of places	28
Age range of children	2-5 years
Opening hours	9.15am and 12.00 noon termly, three mornings per week for two weeks during the summer.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	19 June 2014
Dates of this inspection visit(s)	28/03/2018
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 which does not provide an "Active Offer" the Welsh Language, it does not anticipate, identify or meet the Welsh Language needs of children who use or intend to use the service. We recommend that the service provider considers the Welsh Governments "More Than Just Words" strategic guidance for Welsh Language in Social care
Additional Information:	