



Childcare Inspection Report on

Christchurch Playgroup

**Christchurch United Free Church
Wellwood
Llanedeyrn
Cardiff
CF23 9JQ**



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Description of the service

Christchurch Playgroup has been registered to care for up to 32 children. Children between the age of two and half and five years can attend the service. The service operates between 9.00am and 11.45am Monday to Friday during term time only. The responsible individual and person in charge is Karen Phillip.

The playgroup is located at Christchurch United Free Church, in the Llanedeyrn area of Cardiff. There are suitable facilities on site and an appropriate area for outdoor activities. The main language is English, but provides some opportunities to use Welsh vocabulary.

Summary of our findings

1. Overall assessment

Children that attend the service are happy and content and enjoy the time spent with the staff and their peers and the activities provided. The staff respond to the children's requirements and the relationship between them is a relaxed and happy. The staff are well qualified and very experienced and they know the children well. They are well motivated and supported by good management and strive to make a difference in children's lives. This service provides a positive start to children's education.

2. Improvements

Staff files have been updated and full pre-employment checks have been undertaken. All staff now receive regular formal supervision. Parents' signatures are now clearly visible in the accident records

3. Requirements and recommendations

We made recommendations relating to infection control guidelines during nappy changing procedures and when serving food. We made recommendations relating to developing further opportunities to promote children's independence.

We also made recommendation relating to children's safety, regarding a doorway and registration files.

We did not identify any areas of non-compliance.

1. Well-being

Summary

The children are happy, confident and content and enjoy their time at the service. They feel comfortable in their surroundings and this promotes their self-confidence and social development. They enjoy a happy and caring relationship with the staff and attention is given to individual needs. The children benefit from attending the service and they receive warm and respectful care.

Our findings

1.1 To what extent do children have a voice?

The children receive maximum attention and are given many opportunities to express what they would like to do and they are listened to.

The children benefit from a wide variety of activities to choose from and an extensive selection of resources to complete these activities. The children were seen engaging with a variety of activities as soon as they arrived, such as, playdough, stickle bricks and little world toys. Children were able to choose an activity and move onto other things of interest when they wanted. This freedom of choice was also available to the children during a period of free play outside. Children were encouraged to communicate and were given ample support to understand and start communicating in the Welsh language when they were answering the register.

Children benefit from the stimulating atmosphere and the plentiful opportunities to express themselves.

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

The children are content and happy with the staff and chat freely with them. Many of the children were confident and happy to chat with the inspectors.

We saw the lovely relationship that exists between the children and the staff, and this motivates the children to show respect towards others and their peers. When children arrived at the setting they immediately engaged in some of the activities set out for them. One child was a little fretful on arrival but soon settled when staff used diversion tactics to draw their attention to the activities. Children feel appreciated by staff who know them well and are able to engage them in conversation about their families, their home life and hobbies. This close relationship means that children are comfortable with staff and are happy to engage in friendly banter. Children know the service well and the routines for the session.

The children feel comfortable and content in the care of the staff and they are treated with respect and dignity.

1.3 How well do children interact?

Children interact well and are learning to manage their behaviour, co-operate, take turns and help others. They are learning to build positive relationships with others.

Children interactive positively and in line with their ages and stage of development and this is because they benefit from the consistent and regular encouragement to display acceptable behaviour. Children receive positive persuasion, constant praise and the use of gentle voices to encourage them to demonstrate appropriate behaviour. This stimulates the children to behave in a way that is acceptable to others and to gain praise from the staff. The children reflect the behaviour that is modelled consistently by the staff. We saw children who were totally immersed in their activities and the noise heard was that of happy children interacting with each other. At tidying up time, a bell was rung as encouragement for children to help, which some of the children were happy to do.

The children benefit from having a good example set by staff on how to build happy and respectful relationships with one another.

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

The children thoroughly enjoy the opportunities to play and learn, and they were fully engaged with the activities provided for them.

We saw that children enjoyed playing, were industrious and inquisitive when learning and responding to questions from staff. Children had much fun when there was a focussed activity with the Tap, Tap, Tap, Box. Children were totally engrossed, waiting to see which toy would be chosen by each child in turn, and they all joined in the singing with great enthusiasm. During circle time children discussed the weather and when the register was taken children were encouraged to answer in Welsh and use sign language. Many of the children enjoyed the nature table and we saw some of them using magnifying glasses to observe a spider which was climbing outside the window. Later, we observed children engaging in physical activities inside or choosing to play outside. Story time before going home gave children an opportunity to be calm, but there was much enthusiasm as they answered questions.

Children enjoy a good balance of structured activities and free play, which gives them the opportunity to make simple decisions and to learn and develop through play.

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

Children receive a good variety of opportunities to develop, learn and become independent.

Children are encouraged to learn and develop their self-help skills. We saw children being encouraged to wash their hands and use the toilet facilities independently. Help was available if needed and children were praised when they succeeded. Children

self-register when they arrive, as parents sign them in. Before snack time children chose a book to look at independently and staff sat with them to encourage conversation about the pictures in the book. During snack time we saw children helping themselves to fruit and eating independently, however further opportunities could be sought to enhance their independence, for example pouring their own drinks. Children are learning well at this setting as they are given encouragement to develop linguistic, physical and numeracy skills constantly.

Children are given positive support to learn and become independent and to follow personal interests.

2. Care and Development

Summary

The staff are familiar with and show a good understanding of key policies and procedures and they know when and where to seek help. Children are kept safe and healthy but staff could further promote some infection control procedures. Interactions are well managed and there is a homely and caring atmosphere at the setting. Children's development is promoted.

Our findings

2.1 How well do practitioners keep children safe and healthy?

A broad range of procedures are in place to ensure the safety and health of the children.

Staff follow procedures to ensure children are kept safe. In conversation we found that members of staff and volunteers were familiar with the Child Protection policy and knew which steps to take if any concerns arose. Doors leading outside are kept locked at all times to ensure the safety of children. Also, a daily register recording children and staff present was kept. We saw evidence that fire drills are held regularly. Children's safety is further promoted by staff who keep a detailed accident and incident book and are qualified to give first aid if necessary. Staff also promote children's health, as tables were cleaned before snack time and children encouraged to wash their hands. Children receive a healthy snack with ample choice of fruit, however we saw that food was served by staff who were not wearing gloves or using tongs to do so. We observed the nappy changing procedure, and found that infection control guidelines were mostly adhered to, however we noticed that the changing mat was not disinfected after each use.

On the whole this is a well organised service and staff take appropriate steps to ensure that they successfully keep children safe and healthy.

2.2 How well do practitioners manage interactions?

The staff team promote positive behaviour at all times. The children are treated with respect and are continuously given a clear example of acceptable behaviour.

The staff have built a warm relationship with the children which creates a friendly environment in the setting. Staff gave all their attention to the children at all times and treated them with dignity and respect, constantly asking children, 'Would you like to...?' As staff engaged children in conversation they modelled positive behaviour which was reflected in the children's respectful behaviour. The staff worked in accordance with their Behaviour Policy and praised children when appropriate. Unwanted behaviour was dealt with immediately and in a positive manner, reminding children of behaviour that is acceptable to others. Children were encouraged to

interact with each other at snack time and with staff as they chatted about the food they were eating. We found that staff and children interacted well and staff were able to develop their relationship with the children as they chatted with them about their families and hobbies. Children were encouraged to tidy up and reminded of their responsibilities.

The staff set appropriate behaviour boundaries while allowing the children the freedom to be relaxed and happy.

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

The staff provide a motivating environment where children can play, learn and develop. The person in charge is aware of every individual's developmental needs and this information is fed into the activity plan.

We saw staff encouraging linguistic development by giving children constant attention and guiding conversations. Staff modelled good use of language in English and some Welsh so that children can follow suit. The staff were aware of the need to vary activities regularly in order to keep children interested, and we also saw photographs as further evidence of this. Observational records and photographs are kept to record children's development. Targets are set and individual focussed activities are planned to support children's learning. We saw weekly activity plans which identify the skills that are being targeted in line with Foundation Phase learning areas. Staff co-operate with professional organisations with regards to children with additional needs to ensure that needs are met.

The staff provide a stimulating environment and activities for the children to promote their development.

3. Environment

Summary

The service operates from suitable premises. Staff work diligently to set out and clear resources at the beginning and end of most sessions as the room is used by the community at other times. The toilets are easily accessed. There is a kitchen which children do not have access. There is a suitable area for outdoor activities which provides opportunities that enrich children's experiences.

Our findings

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

There are procedures in place to ensure that children receive care in a safe and clean environment.

There was plentiful space for children to play freely in the room. Staff are aware of risks when resources and toys are left lying around, and children were encouraged to tidy up after themselves and put toys and resources away after they had finished with them. We saw that a risk assessment is in place, however the person in charge told us that she is currently working on including more detail. The outside area is secure and safe for children to play freely and the gate is kept locked. Staff check the outside area before children are allowed outside. However we found the doorway leading to the outside area posed a trip hazard for children and staff. Staff check the environment daily and records were seen.

Leaders consider and assess most risks that arise continuously. They have succeeded in creating a motivating environment which is safe but also gives opportunities to experiment and develop.

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

Leaders provide an environment that is suitable for children. There are plentiful resources and space which meet individual needs. The playroom is set out and planned to promote children's independence and development.

The playroom is large, airy, colourful and welcoming with displays of the children's work on one of the walls which gives children a feeling of belonging. Staff set out resources and equipment before the session starts, such as, the home area, playdough, construction, little world table, reading corner, art and craft and a role play area. The outside environment also provides children with a variety of experiences such as a sensory table, play house and small bikes. Toilet facilities are accessible to the children with appropriate steps and seats for ease of use. There is a kitchen area within the play room for preparation of snacks. There is also a school room which is used with the older children for focus tasks in preparation for school.

Leaders have succeeded in creating a welcoming environment which enriches children's experiences.

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

Leaders make the best use of the room for the benefit of the children and provide quality resources and equipment which are appropriate.

The furniture is appropriate for children and of good quality. A wide range of resources are provided which are clean and in suitable condition, which are checked by staff daily and recorded. Resources, toys and books were easily accessible for the children to facilitate their independence. Resources provide children with an awareness of other cultures. Leaders had given much attention to sustainable resources and we saw some wooden toys, play dough which was homemade and also a nature table which had been created by the staff and was well used by the children.

Leaders have successfully gathered a wide range of resources and equipment to encourage children's development, all of which were of good quality.

4. Leadership and Management

Summary

The person in charge is aware of their responsibilities in relation to the Childminding and Day Care (Wales) Regulations 2010.

Our findings

4.1 How effective is leadership?

The person in charge gives strong leadership to staff and ensures that policies and procedures are detailed and organised. They contain appropriate information and staff's understanding is monitored.

We saw that the policies and procedures file was complete and up to date. During discussions with staff it was clear that they are familiar with the content and incorporate the required procedures into their daily practices. Children's files were seen and found to contain information needed to keep them safe, however days of attendance at the playgroup had not been included. A statement of purpose is in place and was found to be current and contained all the information required. The leadership is strong and staff co-operate well as a team. Staff have a well-defined role to play in the planning of activities and they share visions for the service.

Leaders offer effective and supportive leadership and look for ways to improve and develop continuously.

4.2 How effective is self evaluation and planning for improvement?

Procedures have been put into practice to monitor the quality of the service, and beneficial changes are made to the service and the children's care.

The service is monitored regularly and we saw the detailed responses to the Self Assessment of Service Statement (SASS). There were structures in place for self-evaluation and targets were set for improvement. Success will be measured and reported upon in the next quality of care report. Staff's performance is evaluated and monitored regularly, and an action plan is put in place in the following evaluation session. Also parents are given an opportunity to express their opinions in questionnaires, which are very positive on the whole. Children give verbal opinions about their care and we discussed developing suitable questionnaires with the person in charge.

Leaders are aware of the importance of self-evaluation in order to develop and improve and we noted that effective procedures are practised. This is beneficial for children who attend the service.

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

Leaders are very experienced and manage staff and resources well. Responsibilities are delegated to the team when appropriate

We saw staff collaborate well as a team and support each other to provide continuous care and attention for children at all times. Members of staff knew what activities were planned and their individual roles. The staff are well supported and are given opportunities to express opinions in self-evaluation monitoring and weekly staff meetings. This enables leaders to give staff ownership of decisions taken. The staff are given steady and positive leadership and the planning of the activities and equipment is shared. We looked at staff and volunteer files and found them to be well organised and up to date. However, we found that one of the volunteers had not attended any courses and advised the person that the said person could update her knowledge through online courses.

Leaders ensure that staff work effectively and diligently as a team to ensure good quality care for the children. Responsibilities are shared successfully and are positively managed.

4.4 How effective are partnerships?

Leaders ensure there is a good relationship between the service and the parents, with regular and open communication pathways for the benefit of children's wellbeing.

We had an opportunity to speak to some of the parents who praised the service and were very positive about the development of their children and staff's commitment. They found staff to be approachable if they had anything to discuss, and commended them for giving time to do this daily. Relevant information for parents is displayed in the foyer. The service also works in partnership with organisations and members of the community and we saw pictures of visits from the police force, a cooking activity and a farm visit.

Leaders have built a close relationship with parents to enable staff to make the best decisions regarding the care of all the children. Parents are provided with regular updates regarding children's welfare.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

- Regulation 28 (2) (b) (ii) Schedule 2 Part 1 I (I) (i) as full pre-employment checks had not been undertaken in relation to some staff
- Regulation 29 (3) (a) as not all staff received formal supervision.

5.2 Recommendations for improvement

- Further promotion of children's self-help skills during snack time:
- ensure that all staff are following infection control guidelines:
- address the trip hazard in the doorway leading to the outside area:
- completion of detailed risk assessments and
- ensure that all children's details are included in their registration files.

6. How we undertook this inspection

This was an unannounced visit. The inspection took place on Wednesday 17 October 2018 from 9:10 – 13:15. A feedback session was included in this time. We observed activities indoors and outside. Also:

- we looked at information already held by CIW including previous inspection reports, the statement of purpose and responses to the SASS;
- we looked at a wide range of documents including policies and records, children's files;
- we observed practices and activities during the inspection and undertook a SOFI2 observation to gather evidence on children's connection and the care provided by staff, and
- we spoke at length with the person in charge, staff and some parents.

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

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Sessional Day Care
Person in charge	Karen Philip
Registered maximum number of places	32
Age range of children	2½ to 5 years old
Opening hours	9:00 – 11:45 Monday – Friday (during term time only)
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	10 February 2016
Dates of this inspection visit	17 October 2018
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. 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:	