Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Playland Nursery

Playland Day Nursery
31 Stansty Road
Wrexham
LL11 2BT



Date Inspection Completed

25/04/2024

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About Playland Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Jacqueline Ryan
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	June 2019
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

For further information on ratings, please see the end of this report

Summary

Children have a strong voice and communicate their ideas and needs confidently. They feel settled and happy as they develop positive relationships with staff and their peers. Children interact well and enjoy their sociable experiences, supporting their speech and language. Children enjoy their play and learning. They focus on activities and show enthusiasm as they develop a range of skills through play.

Staff are effective in implementing the policies and procedures to keep children safe and having effective routines to support children in leading a healthy lifestyle. Staff are effective in their interactions and use appropriate language as they talk with children during their play and routines. Staff ensure they identify, record, and build on children's skills through their interests.

Leaders ensure most areas are appropriately risk assessed and hazards are identified and managed well. The environment provides a suitable and inviting space for children to play indoors and outside. Resources are inspiring and provide a range of exciting opportunities for the children.

The setting is managed effectively. Leaders are hands on and have a good understanding of the care they provide. There is a good process in place for self-evaluating the setting and this helps leaders to plan and make positive improvements, with support from staff. Leaders manage staff well and ensure they work together to build a successful and knowledgeable team. Good relationships are developed with parents and outside agencies to benefit the children.

Well-being Good

Children's voice is strong at the setting. They confidently express themselves and their needs and can make positive decisions. For example, when a child asked for cars to play with outside, staff said they could go and get the ones from inside. Children move freely around the environment choosing to play indoors or outside. Children's interests and ideas are recorded so they can influence their play and experiences. For example, it was observed that some children enjoyed playing with the animals, so areas including the play dough were enhanced with plastic animals.

Children happily arrive at the setting and separate well from their parents. They are familiar with staff and have develop positive relationships and friendships that support them to feel safe and settled. Children frequently go to staff for support, comfort or to share their experiences, evidencing they feel content in their care. Children are listened and responded to effectively helping them feel valued and have positive self-esteem. Children know and are happy to follow the routines including, knowing they must sit down in the dining room at lunchtime and get ready when it is time to go to school.

Children learn to be well mannered and polite. They cooperate and share resources and space with a little support from staff. Children are beginning to understand they need to take turns and wait for resources. For example, when waiting for their turn on the balance equipment outside. Children enjoy being sociable and sharing their thoughts with others including staff and children. They chatted happily during routines including snack and lunch times, sharing their thoughts and experiences of the day. They use resources appropriately, helping to tidy up when asked.

Children fully engage in activities they enjoy, which helps them remain focused. They happily play alone or alongside others, experiencing the different activities and directing their own play. For example, a child was enjoying transferring water from one container to another and then tipping it on the floor to make puddles to splash in. Children have opportunities to self-direct their play as they enjoy moving from indoors to outside following their interests. They show excitement as they develop their curiosity and inquisitive skills. For example, when a child investigated the circle of light made by a torch on the floor and how it got bigger and smaller as they moved it closer then further away from the floor.

Care and Development — Good

Staff are effective in implementing the policies and procedures to keep children safe. They understand the correct procedure to follow if they have concerns about a child. Staff ensure children are supervised well as they understand the need to have someone allocated in each area so they can observe the children. Staff complete registers to record children and staff attendance so everyone can be accounted for. Regular fire drills are completed so staff and children are aware of the procedure to follow in an emergency.

Staff implement effective routines to support children in leading a healthy lifestyle. They ensure areas are kept clean, handwashing is encouraged at appropriate times, and they deal with personal care such as nappy changing appropriately to help prevent the spread of germs. Practitioners support and encourage children to be active and get fresh air through having regular opportunities to be outside.

Staff have a caring and supportive manner. They treat children with respect as they listen and respond to them with interest. Staff are effective in their interactions and are good role models. They use appropriate language as they talk with children during their play and routines. For example, staff used a caring and encouraging tone when asking children to help tidy up. Staff support children to have social interactions as they sit with the children at snack and lunchtimes and discuss their day and experiences. They are consistent in their approach to managing behaviour, which helps children to gain an understanding of what is expected. They use distraction and language appropriate for the child's age and stage of development to diffuse possible situations. Staff use praise effectively to celebrate appropriate behaviour and children's achievements.

Staff have fully engaged and implemented the new curriculum, and this has been successfully extended throughout for all age ranges. They have developed innovative strategies to ensure they identify, record, and build on children's skills through their interests. They display their progress and next steps for everyone to see so this can be referred to and observed during the children's free play. Staff support and encourage children to be independent. During snack time, those who are able are encouraged to serve themselves and pour their own drinks. Staff encourage children to be confident to attempt this for themselves such as, to put their own waterproofs and wellies on when they want to go outside, knowing they could ask for help if needed.

Environment — Good

Leaders complete appropriate risk assessments on the environment and regular activities undertaken by the children. Daily checks are completed on the indoor and outdoor areas, so any new hazards are identified prior to children attending. These ensure nearly all risks are identified and managed well. However, it was identified that there were potential risks with the sleeping arrangements on the first floor". We discussed this with leaders and temporary changes have been made whilst a more permanent alternative is arranged. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Leaders ensure entrance to the setting is controlled and all visitors are recorded. Outdoor areas are secure with suitable fencing and gates kept locked.

The environment is a suitable space for supporting the children's development. The rooms are of a suitable size to allow children to move around safely. The addition of covered areas outside further enhances the experiences available for children and allows them access to outside in all weathers. Nearly all rooms have been renovated to provide a more relaxing and natural feel, with neutral colours and effective mood lighting. Plans are in place to extend this to all areas, so it is consistent across the setting. Leaders and staff utilise the outdoors and ensure it is a positive extension to indoors. For example, it provides opportunities for children to take part in role play in the mud kitchen, be physically active as they climb and balance and be curious learners as they experiment in the water play and sand. The environment has appropriate facilities for children and staff to access. There are suitable toilets, handwashing and nappy changing facilities that support children to be independent and have privacy to ensure their dignity.

The environment has a good range of innovative and inviting resources that support children's play and learning. There is a lot of natural materials and resources that encourage children to experiment and explore. The areas of learning are enhanced with real life objects and resources to inspire children. For example, old jewellery, brushes, empty perfume bottles and photos of the children's families in the home corner and an investigation area with locks, keys, taps and springs. The indoor and outdoor areas are resourced effectively to engage children in developmentally appropriate physical play. All children have access to climbing apparatus and balancing equipment. For example, babies have steps and a slide, and older children have a small climbing wall and wooden planks to walk across. All resources are of a good quality and well maintained. Children have access to items to teach them about different cultures including dolls and books.

Leadership and Management — Good

The setting is managed effectively. Leaders are hands on and have a good understanding of the care they provide. Most policies are suitable and procedures to follow are effective. However, the Safeguarding Policy requires updating to ensure it meets requirements. This was updated during the inspection. Leaders have developed a statement of purpose that reflects the setting and care provided. This ensures parents have the information they need to decide if it is the right care for their child.

Leaders have a good process in place for self-evaluating their setting. This ensures plans are in place to make positive improvements. The process involves all staff with action plans for each room. This helps staff to take ownership and feel fully involved in the process. The quality-of-care report is completed annually and evidences how the setting evaluates what has gone well and considers the views of parents, children, and staff.

Leaders manage staff well. They ensure ratios are met so the children are supervised sufficiently. They have a good recruitment procedure to ensure all staff have the relevant training, experience, and checks prior to them starting work. Leaders have an effective way of completing supervisions and appraisals and this feeds into the staff's individual development plans. Leaders and staff work together to improve their knowledge, which has a positive effect on the children and the care they receive. This includes completing mandatory training and training to support them in following new guidance and procedures including the new curriculum and expectations about the environment. Staff we spoke with said they were happy at the setting and felt supported in their role.

Leaders and staff work closely with outside agencies including Early Entitlement, Flying Start and other agencies to support children's individual needs. This helps the setting to keep up with any changes, new guidance and to ask for support if needed. A good relationship is developed with parents, and they are kept up to date on their child's experiences and development.

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

38	The Registered Person has not ensured there is always a suitable means of escape in the event of an emergency when some children are sleeping.	New

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

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.

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