Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Borderbrook Community Playgroup

Borderbrook School
Tallarn Green
Malpas
SY14 7LJ



Date Inspection Completed

23/01/2023

About Borderbrook Community Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Emma Jones
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	23 January 2023
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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Summary

As this was a focused inspection, we have not considered the themes of care and development, environment, and leadership and management in full.

Most children are listened to and their choices are valued. They are happy and interact well with the staff and each other. They are engaged in their play and enjoy most of the activities on offer. Children are given some appropriate opportunities to develop their independence.

Leaders have made improvements since the last inspection in relation to attendance records and safeguarding. Staff are kind and treat children with respect. They support children appropriately and provide a suitable range of activities to develop their skills.

Leaders have improved the security of the building and have updated their risk assessments. However, the grid on the playground is still an issue, therefore the priority action notice remains open. The environment is mostly clean and tidy, with most areas appropriately maintained. Toys available interest the children and the outside space is used daily.

Leaders are engaging with us and have made some improvements to recommendations and non-compliance previously given. However, a former priority action notice, still remains open, and at this inspection we have issued an additional priority action notice in relation to staff files.

Well-being

Most children are listened to, and most choices are respected. Children select resources and equipment from around the room and follow their own lead. They are encouraged to express their opinions. For example, they are asked if they would like additional resources such as the fire engine and these are then brought out for them. Sometimes they are asked which stories and songs they want, and their suggestions are acted upon.

Children feel a sense of belonging and are happy. They know the setting's routines which helps them feel secure. They wash their hands before lunch and know to put the toys away before going out to play. Children have bonds of affection with staff they are familiar with. They confidently ask questions which shows they feel settled and relaxed. Most children have developed strong friendships and enjoy each other's company.

Most children interact and co-operate well with their peers. They sustain interest in tasks and are beginning to demonstrate resilience. For example, with support, children who are disappointed during games, show appropriate coping strategies. They move on quickly, so it does not disrupt their play. Children follow instructions well. They enjoy talking to staff about their family members and about things they do at home. Most children listen well to staff and with a little support, are learning to use good manners.

Children are busy focused on their tasks and enjoy their play. They concentrate well during adult led activities such as using construction kits to build vehicles. Children thoroughly enjoy using their imagination. They follow their own lead to create wonderful adventures with friends, involving flying motor bikes being stuck in imaginary spider webs. However, children's play is interrupted with outside play being timetabled rather than being when children choose to go outside.

Children have some appropriate opportunities to develop their independence. For example, they are developing their self-care skills by managing their own toileting needs and putting their coat on. They also help put toys away at tidy up time. Children have access to some appropriate experiences which help them develop skills. Children's language skills are developing particularly well.

Care and Development

As this was a focused inspection, we have not considered this theme in full.

Since the last inspection, the person in charge has attended safeguarding training and is confident with what action must be taken, if she has a concern about a child.

Since the last inspection, attendance records have improved and now meet the legal requirements. They include the children's time of arrival and departure. However, leaders do not always ask staff to sign in and out when they are brought into the setting, to cover staff absences.

Staff are caring, kind and always treat children with respect. They support children appropriately when they need help, and offer a suitable range of activities to develop their skills. For example, they support children's mathematical skills by encouraging them to count Autumn leaves and conkers in the sandpit. Staff promote the Welsh language appropriately by regularly using familiar words, numbers and stories with the children.

Staff know the children well, observe them and plan activities. However, activity planning is not written down. Assessment procedures are in the early stages of development with leaders highlighting a sheet when children achieve individual milestones. Leaders explained that with the support from the Early Years teacher, based in the school, they are due to move towards a new planning and assessment system, which links to the Curriculum for Wales.

Environment

As this was a focused inspection, we have not considered this theme in full.

Since the last inspection, leaders have made improvements in relation to health and safety procedures. The environment is now secure with newly installed gated entry to the playground. These are kept locked at all times. In addition to this, the setting door is kept locked and risk assessments have been updated. The person in charge was able to explain how risks are managed in the playgroup room, but these risks were not included in the setting's risk assessment. A deep grid on the school's playground was highlighted as an issue at the previous inspection. This issue remains and is still having an impact on children's health and well-being and placing them at risk. Therefore, this priority action notice will remain open. Where providers fail to take priority action, we will take enforcement action.

The environment is mostly clean and tidy, with most areas appropriately maintained. Since the last inspection, new windows have been installed throughout. The resources are mostly suitable and meet children's needs, but some parts of the outdoor classroom are not as inviting as other areas of the provision. For example, only part of the outdoor classroom was set up and ready for learning. The rest of it, contained toys that had not been wiped down. Overall, staff provide toys which meet children's interests, and many are stored within children's reach, which encourages them to follow their own lead and be imaginative.

Leaders ensure the outside play space is used daily, supporting children's health, well-being and physical development. During our visit, the children used the school's playground, due to some of the flooring needing to be treated in the setting's usual outdoor area.

Leadership and Management

As this was a focused inspection, we have not considered this theme in full.

Leaders are continuing to develop their role. They enjoy working with children and are keen to learn. However, leaders are not always aware of current best practice or aware of important changes to the National Minimum Standards.

The statement of purpose needed minor amendments. This was done and sent to us before the report was written.

Since the last inspection, leaders have worked on the recommendations and addressed some aspects of the non-compliance issues we identified. However, the priority action notice in relation to the environment, remains open from the previous inspection.

At the previous inspection, staff files were incomplete. We found the same on this visit. Following the inspection, we received some documentation which completed two of the staff files. However, the third staff file remained incomplete, and some of the documentation sent to us related to their role in the school, rather than their role at the playgroup. As action has not been taken to address the issue in full, this has been escalated to a priority action notice.

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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
25	Ensure unnecessary risks to the safety of children are identified and so far as possible eliminated.	Not Achieved
28	Ensure all required documentation is gathered to demonstrate the suitability of workers.	Not Achieved

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
N/A	No non-compliance of this type was identified at this inspection	N/A
30	Ensure leaders maintain accurate attendance records, which include all required information.	Achieved

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)
Standard 22 - Environment	Ensure all areas of the setting are tidy, organised and provide a rich environment for play.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Establish suitable assessment systems to effectively plan for children's next steps and track the progression of skills.
To ensure leaders have procedures in place to keep up to date with best practice requirements and important changes to the National Minimum Standards.

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