Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

St Brides Major Playgroup

Church Hall
St Brides Major
Bridgend
CF32 0SH



Date Inspection Completed

29/06/2022

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About St Brides Major Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Person	Yana Hughes
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	18 October 2017
Is this a Flying Start service?	No.
Does this service provide the Welsh Language active offer?	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or 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 are confident, happy and enjoy their time at St. Brides Major Playgroup. They have a strong sense of belonging and are developing positive relationships and friendships. Children have good choices and make effective decisions about what they want to do.

Staff understand and implement policies and procedures to keep children safe. They are kind towards children, providing positive interactions to ensure children feel valued and happy. Staff are good role models and meet children's needs well.

The environment is secure and maintained to a high standard. People who run the setting implement thorough safety measures that ensure the setting is secure and children are safe. They appropriately identify and remove risks. Children have access to a wide range of good quality, developmentally appropriate play and learning resources.

People running the setting are very organised and manage the setting well. They strive to develop the provision and are committed to ongoing improvements. They have a strong vision for the setting which they share with parents and carers of children. They comply with regulations and National Minimum Standards. They successfully embed their policies in the running of the setting.

Well-being — Good

Children are happy and enjoy their time at St. Brides Major Playgroup. Children are confident and engaging communicators. For example, we heard children sharing their news and counting in Welsh during circle time. Children are curious and happy to approach us to ask questions and chat. They are keen to involve us in their play, confidently asking if we would like an ice-cream during their café game. They have good opportunities to make choices. For example, children decided if they would like to participate in tabletop activities or create a puffer fish at the art table.

Children are settled and cope well with separation. They have formed positive bonds of attachment with staff. Children who are unsettled receive support and reassurance. We saw one child being gently comforted when they had tripped and fallen. Children express enthusiasm and enjoyment, we saw them smile, laugh, dance and positively engage with their friends and staff. Children have a strong sense of belonging, forming positive relationships and are very familiar with routines, at mealtimes and activity/song time for instance.

Interactions between children and staff are consistently good and respectful. We heard children lead a conversation around the creatures that live in the sea with staff providing reassuring comments about sharks. Children happily play alongside each other and together. Children are engaged and show respect for their peers. We saw children respectfully reminding their friends to be quiet when someone was speaking about their news. Some children are developing empathy and show kindness to their friends. For example, we saw children helping each other to get onto a swing.

Children are enthusiastic and interested in their play and learning. They enjoy a very good range of interesting opportunities indoors and outdoors that promote their all-round development. We saw children enthusiastically engage in an art activity and intently listening to stories, joining in with action songs in Welsh and English. Children have opportunities to follow their own instincts, ideas and interests. We saw children inventing a hide and seek game using outdoor play equipment and several children collaborating in a café, reminding each other to take care with the ‘hot’ kettle.

Children have some opportunities to develop their independence skills. They help with tidying up chores and wash their hands independently before mealtimes. We saw some missed opportunities to further develop independence skills. For example, children’s lunch boxes were given out to them rather than independently accessed and children could have helped with setting the tables ready for their lunch. Children are able to make decisions about whether to engage in adult-led activities or free play. Since our visit people who run the service have been pro-active and have implemented further opportunities to enhance independence, introducing a self-serve drink facility.
Parents of children who use the setting told us, “Playgroup provides such a loving and caring environment, it’s like an extended family.”

Care and Development **Good**

Most staff understand and implement policies and procedures to promote healthy lifestyles, personal safety and wellbeing. They record children's attendance and keep suitable staff attendance records. Nearly all staff have a thorough understanding of their responsibilities to protect children, confidently answering safeguarding scenario questions. They are aware of allergies and display allergy information. Appropriate accident and incident records are in place and staff have a good understanding of the need to review such records regularly to identify any trends or obvious risks. Most staff recognise and actively manage risks. During our visit we identified a working practice in relation to transporting children between the setting and local school. This practice was raised with staff and additional measures were immediately put in place. Staff implement robust cleaning and hygiene practices.

Nearly all staff fully understand the behaviour management policy and consistently implement positive behaviour management strategies. We saw children copying the example set by staff and begin to regulate their own behaviour as a result. They build extremely positive relationships with children and offer encouragement and praise. Staff have a strong understanding and knowledge of children's development, which reflects on how they manage children's behaviour. Staff are consistently responsive; they genuinely listen and respect children's views. We heard staff asking children if they would like milk or water with their meal, modelling good manners and respectfully responding to a child's news about mermaids. The interactions are very positive, demonstrating warmth and kindness. They know the children well and have extensive knowledge of their needs.

Most staff are committed to providing a range of play and learning activities. We saw staff supporting and extending children's understanding in their play and learning. For example, during news time staff asked open questions to extend conversation and introduced new vocabulary promoting children's curiosity. This is a real strength of the service. Most staff support and provide for children with additional needs and show awareness of the need to provide a flexible environment and routine for children with such requirements. Staff reflect on training opportunities and seek ways to implement strategies which will have a positive impact on all children in their care. Staff provide a structured timetable for the day moving between indoor and outdoor activities as a whole group thus sometimes limiting the children's choice. Following our visit staff have introduced a more flexible timetable thus enhancing children's choice in the activities they engage with. Staff use incidental Welsh frequently during the day. For example, we heard counting, songs and praise given in Welsh.
Parents of children who use the setting told us, "A wide range of activities provided every day that are developmentally appropriate and provide challenge. My son always gives positive feedback on activities he has completed during his time at playgroup."

Environment — Good

People who run the setting have comprehensive policies in place and ensure that the environment is suitably safe, secure and well maintained. Staff complete effective and

accurate general risk assessments, which are regularly reviewed, and any identified hazards are swiftly addressed. During our visit we identified one area which had not been assessed, namely providing a gate to the side access to provide additional security for the children playing outside. Regular fire drills are completed. These along with emergency procedures are clearly communicated to all people accessing the environment. Staff effectively organise consistent cleaning routines that reflect robust hygiene practices. Their effective infection control practices successfully minimise any risk to children's health and safety.

People who run the setting make certain the environment has very good indoor play space for children to move freely. They ensure the environment meets most of the children's needs and enables them to reach their full potential. People who run the setting see to it that the outdoor play space is used often and is an extension to the learning environment. Careful consideration and planning of outside areas, as well as interesting and varied resources and play equipment, challenge and stimulate children's curiosity and interest. People who run the setting provide children with access to a range of areas which promote play and learning. For example, a construction area, mud kitchen, wooden house set up as a café and sand play area are available.

People who run the setting provide a wide range of good quality, developmentally appropriate play and learning resources, in sufficient quantity, to ensure children have good variety and choice. They provide stimulating resources for all stages of development, which contribute to developing personal and social, language and mathematical skills. For example, through construction play, art and craft activities, small world resources, role-play and dressing up activities. Children can access toys and resources easily, as they are set up at low level or within their reach.

Leadership and Management — Good

People who run the setting are effective in the way they manage and operate the service and are committed to ongoing improvements. They have a strong vision that they share effectively with others and regularly review. They update the setting's policies and ensure staff implement these in practice. People who run the setting maintain and share an effective statement of purpose. At the time of inspection, the statement of purpose did not accurately reflect all aspects of the service, for example staff qualifications. The registered person has during the course of the inspection sent an updated statement of purpose which now contains the required information.

People who run the setting have procedures in place for self-evaluation of the service. They have completed a reflective quality of care review which details improvements made and considered targets to drive improvement. Questionnaires received from those who use the setting are positive and offer suggestions to further enhance the provision. The people who run the setting implement safe recruitment procedures to safeguard children. Staff told us of an 'open door' policy which allows them to discuss any ongoing and personal issues. People who run the setting carry out regular appraisals and staff reviews providing support and an opportunity to check in. They ensure staff receive training and keep them up to date with new initiatives to further their professional development, which ensures the service continues to improve. For example, people who run the setting have identified the new curriculum as an area for future training.

People who run the setting have developed meaningful and positive relationships with parents and carers. There are effective systems in place to keep parents well informed about their child's time at the setting. Parents told us, 'Staff are always available and there is always good communication between home and playgroup.' The people who run the setting have positive relationships with a range of professionals, the community and other stakeholders.

Recommendations to meet with the National Minimum Standards

R1. Develop opportunities to further enhance independence skills.

R2. Develop opportunities for free flow play between inside and outside.

R3. Ensure the outside play space is completely enclosed to provide additional security.

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

N/A	No non-compliance of this type was identified at this inspection	N/A

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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