Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Gillybeans Playgroup

Gillybeans Playgroup
The Old School
Wine Street
Llantwit Major
CF61 1RZ



Date Inspection Completed

17/02/2023

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About Gillybeans Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Person	Gillian Holton
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] 10 July 2018
Is this a Flying Start service?	Manual Insert]No
Does this service provide the Welsh Language active offer?	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.

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

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

Summary

Children are very happy and settle well at the setting. They have good opportunities for play and learning within a nurturing setting. They have opportunities to become independent and develop their skills through a range of stimulating play experiences. Children form close bonds with each other and staff.

Staff are professional, well qualified and work well together. They have a good understanding of procedures in place to keep children healthy. Staff implement hygiene policies and procedures well. They plan a good variety of activities, which include children's interests and ideas. Staff keep good records of children's progress.

People who run the setting make best use of the facilities available in an old community building. Staff follow procedures to ensure that the environment is safe and suitable with adequate risk assessments in place. There is a good range of toys and resources available for children's play throughout the setting. The environment is clean and welcoming.

The leadership and management of the setting is effective. There is a clear vision for the future of the service and the management team supports staff in their roles. They review their setting annually and produce a useful action plan, outlining improvements required. Parents are complimentary and speak highly of staff and the care their children receive.

Well-being Good

Children have a strong voice at the setting. They are encouraged to make their own decisions about how they spend their time at the setting. They can choose from a good variety of activities set up for them. Children's self-expression is encouraged, and wall displays celebrate the children's individual work. Children are listened to and have conversations with staff about their interests and ideas. For example, while playing with playdough, a child engaged with staff to design their own pizza, based on one they had eaten at the weekend.

Children are very content, happy, and valued. They have strong attachments with key workers, and they are comfortable to approach all staff when they need help or reassurance. Children gain a sense of security from being familiar with the routine of the service such as lining up to go to wash their hands and sit down for snack. They are beginning to form friendships with others, and we saw children happily playing together with the activities on offer to them. A child noticed their painting displayed and pointed to it, smiling as staff praised them.

Children play well together and are learning to share and co-operate. They respond positively to gentle instruction from staff such as *'let's use kind hands'*, *and 'we don't like to do that here, do we'*. A child reflected on his actions as he chased another child with a dinosaur, smiling and stopping once he realised the other child was not happy. Children sit happily together at snack and spontaneously use 'please' and 'thank you'. Some children choose to play alone, they are happy while others are content to be joined by other children and staff in their games.

Children have good opportunities to develop their skills through the play and learning experiences provided. The children are curious and engaged learners who value the chance to explore the environment. Children enjoy free play but also happily participate in in the adult led activities. For example, a child was building with blocks and really enjoyed a staff member joining in and praising their efforts. We saw children choosing to play with activities other than the adult led ones on offer.

Children have some opportunities to develop self-help skills. They are confident to follow their own interests and seek out activities that interest them. Children are encouraged to do things for themselves. We saw children being encouraged to put on aprons for a painting activity. Children sit well at snack time and are provided with healthy fruit options. Children can choose how much food they want and pour their own drink from jugs.

Care and Development — Good

Staff have a good understanding of their roles and responsibilities and follow policies and procedures well. They are effective in keeping children safe and healthy and are clear regarding their role in protecting children. Staff are clear regarding the setting's safeguarding procedures, including raising a referral with the local safeguarding team. All staff have a current certificate in safeguarding children. Staff operate appropriate infection control measures such as cleaning tables and handling food. The setting operates the Healthy and Sustainable Pre-school scheme, promoting healthy eating at the setting. Staff complete accident and incident records fully. Staff practice emergency fire drills regularly with children, and records of these are appropriate.

Staff are motivated, qualified and keen to effectively promote children's development. They communicate with each other consistently and are aware of their individual roles in delivering nurturing, responsive care. Key workers monitor children's progress well with regular observations and developmental progress tracking systems. They are consistent in their approach to managing behaviour and provide realistic boundaries for children to follow, in line with the behaviour management policy. Staff have clear information about children's health and any dietary requirements and procedures are in place to support staff to manage these safely. They attend to children's personal needs promptly, treat them with respect and value children as individuals. Staff praise the children's efforts routinely during activities. For example, a member of staff praised a child during a counting activity when the child successfully counted in Welsh.

Staff promote children's play and learning effectively. They are on hand to support children in their chosen activity and sit down with children to participate in tabletop activities. For example, they supported a child to build with blocks. They added assorted items, talking about colours, counting, looking through the 'door' and laughing, playing 'pee-po'. Another child joined in, and they played for an extended period, having great fun. Staff praised them for their efforts and extending their language and cognitive development by asking open questions. For example, *"Let us see if we can say the colours? What is your favourite colour?"* They also introduced Welsh words for different colours, which the child understood and repeated proudly. Staff frequently praised and acknowledged children's achievements, giving them a sense of pride and self–esteem as a result. Staff plan for and evaluate a very good range of play and learning activities. They chose a story about the Gingerbread Man as a child had told them they had made gingerbread biscuits the night before. Children engaged well and sustained interest in the story.

Environment — Adequate

People who run the setting ensure that the environment is generally safe and secure. Visitors are expected to sign as they arrive and there is a procedure in place to ensure that any other users of the building cannot access the areas used by the setting. The registered person has developed risk assessments that, in the main, are effective and identify safety issues that need to be considered. Some of these have been further updated during this inspection. Daily safety checklists are completed to ensure that they identify and seek to address any issues that arise on a day-to-day basis. They liaise with the owners of the building to address any maintenance issues.

People who run the setting ensure that they make best use of the facilities available. They have a good routine that allows them to support children to use the toilet and handwashing facilities under supervision, due to their location. The indoor space provides interesting areas for children to explore and take part in a good range of activities. Staff in the under twos area, ensure children can be cared for in line with their individual needs. The eating and sleeping facilities are good, and the playroom has been renovated to a good standard, providing warm and spacious facilities. Children are taken to the toilet area for nappy changing. The outside area is generally safe and secure, providing interesting areas for children to play and explore. It is not currently suitable for the under twos, so this age group rarely get opportunities to go outside during the session. This is an area they have plans to develop.

Leaders ensure that resources and equipment are plentiful and of good quality. Staff sanitise toys and equipment regularly to ensure they are clean and well maintained. Tables and chairs are of a suitable size and design in each area. Children can easily access nearly all resources independently. Staff have set up areas within the playroom such as construction, book area and small world area. Some multicultural and Welsh materials are available including dolls, books and dressing up.

Leadership and Management — Good

People who run the setting have many years' experience of running the setting and provide good daily support to the staff team, who are well qualified and knowledgeable. They have a vision for the service and are developing links with the local authority to meet the standards to provide places for the Flying Start scheme. The statement of purpose is clear and provides parents with useful information about the setting so they can make an informed decision about its suitability for their child. There are detailed policies and procedures in place which are generally updated regularly. However, they had not been updated since legislation has changed for the Additional Learning Needs Code of Practice or the New Curriculum for Wales. Children's contracts contain all the required information, and these are completed prior to children starting. Systems for recording accidents and incidents are embedded and the leader maintains oversight of any emerging issues that may need to be considered further.

People who run the setting have a good system in place to review how the setting operates on an annual basis. Observations and discussions take place daily to assess and evaluate any improvements needed from the child's point of view. Children are involved in decision making throughout the session. Parents are consulted regarding the quality of care provided for their children. As a result of the review, an action plan is drawn up. Following consultation with parents, people who run the setting have responded positively to the need to expand the setting to care for children aged under two years. The setting is also being assessed to provide places for the Flying Start scheme. There is an appropriate complaint policy.

People who run the setting ensure that staff are deployed effectively and are clear about their responsibilities. Nearly all staff hold a childcare qualification, and they complete mandatory training regularly. The registered person carries out robust recruitment procedures. Staff told us they feel supported by the management team, and they have the skills and training to enable them to carry out their roles to a high standard. Nearly all staff have worked at the setting for many years and work seamlessly as a team.

Partnerships are effective. Comprehensive information is provided to parents when they enrol their child and information is displayed on notice boards in the entrance lobby. Staff provide daily feedback to parents in different ways depending on their child's age, such as verbal and/or written daily diaries. Parents that we spoke to were incredibly positive and all said that the service communicates well, and they are well informed about their children's progress. They all confirmed that they felt the service was well run. The registered person told us that they have useful links with the local authority, such as receiving support for children with additional learning needs. The setting is developing good partnerships with the Flying Start service.

Recommendations to meet with the National Minimum Standards

Several improvements were made during the inspection, and these are reflected in the report.

R1 Ensure policies and procedures are reviewed to reflect recent changes to legislation.

R2 Ensure children aged under two can access the outside area safely.

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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