Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

St Peters Playgroup Church Hall

St Peter's Church Hall
Mill Road
Dinas Powys
CF64 4BT



Date Inspection Completed

14/07/2022

Welsh Government © Crown copyright 2022.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About St Peters Playgroup Church Hall

Type of care provided	Children's Day Care Full Day Care
Registered Person	Carly Murray Rachel Bennett
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert 26 January 18
Is this a Flying Start service?	Manual InsertNo
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify, or meet the Welsh language needs of people /children who use, or intend to use their service.

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

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

Summary

Children thoroughly enjoy their time and thrive at this service. They have extensive opportunities to express themselves and make choices about play and activities. They have strong relationships with each other and with staff. Children are extremely happy and have a great deal of fun in their play. They experience warm and nurturing relationships with staff who know them well. Children are developing very well and are becoming increasingly independent.

Staff work very well together and are responsive to children's needs and preferences. They have a good knowledge of how to keep children safe and promote good health. Staff are exceptionally good role models. They consistently manage interactions in a positive way, with a strong focus on celebrating children's achievements to promote their self-esteem and confidence. Staff provide a wide range of interesting and well organised activities to encourage children to learn and develop.

Leaders successfully provide an environment that is safe, secure, and well maintained. They create an inviting and stimulating environment indoors and outdoors so children can experience a good variety of play and learning opportunities. The premises and resources are easily accessible and suitable for the age range of the children. Resources and equipment are good quality and enrich children's all round learning and development.

Leadership at the setting is strong. People who run the setting ensure it operates efficiently, and in line with the regulations and national minimum standards (NMS). Leaders carry out a thorough review of the setting on an annual basis. They ensure that children's needs are met because policies and procedures are clear and useful. People who run the setting employ a suitable number of qualified and experienced staff. Staff are supported well through regular supervision and training opportunities. Leaders have developed effective partnerships with parents and other agencies which enhances the care they can provide.

Well-being — Excellent

Children have a very strong voice and communicate their needs and wishes confidently. Children can contribute ideas and make decisions about activities, songs, stories and how they spend their time at the service. They move freely around a wide range of activities, indoors and outdoors, and their play is mostly self-directed. Children express themselves exceptionally well and we saw that staff always listen carefully, showed interest in what the children have to say and respond positively.

Children experience very warm relationships with each other and staff. Children arrive very happily and greet staff and others with smiles. Children's individual needs are fully acknowledged. Children clearly know and enjoy routines. For example, they self-register, eagerly answer questions during circle time, tidy at the end of activities and fervently join in singing familiar songs. Children feel a sense of belonging because staff know them well and talk about family, friends, school and home activities. Children's work and photos are displayed in the playroom. Children feel very safe and happy.

Children co-operate and play together exceptionally well. We heard children saying 'please' and 'thank you' without being prompted. They share resources and engage in imaginative play together. In one instance, a child asked another child to join their role play. The other child politely declined until they had finished what they were doing, then joined in. Children sit quietly when asked and listened attentively to stories. One child asked if they could 'be aunty' and tell the group a story. Children listened as the child sat confidently and turned the pages, brimming with self-esteem. Children smile proudly when praised for cooperative and kind behaviour and achieving personal goals.

Children are active, curious learners and freely engage in activities inside and outside the playroom. They receive much praise and encouragement from staff, to boost self-esteem, feelings of achievement and confidence. Children engage in activities for a good length of time and are eager to talk about what they were doing. Children enthusiastically played with the kinetic sand, discussing colour, texture, and shape. A child asked why there was an insect in the water tray and were interested as they discussed nature and animals in the outside area. Children thoroughly enjoy their play and learning.

Children are becoming increasingly independent because they have many opportunities to explore, develop and learn. Children wash their hands and dress with very minimal prompting or support. They help themselves to water and eat their snack and packed lunches independently. Children learn to cut and spread during snack times, for example, serving themselves fruit and crackers. Welsh is used throughout the session and children demonstrated a good understanding and use the language by confidently counting and singing in Welsh.

Care and Development — Excellent

Staff have a particularly good knowledge of the policies and procedures in place at the setting, supporting them to keep children safe and healthy. A clear safeguarding policy outlines the procedures for reporting concerns about children to an appropriate agency. The setting promotes healthy eating, with fruit and healthy snacks provided. Parents are encouraged to provide healthy packed lunches and staff encourage healthy options at lunchtime. Staff are well informed about any child with allergies, dietary or medication needs. Staff operate good hygiene practices.

Staff work in line with the behaviour policy and have a consistent approach. They are good role models, treating children with respect and valuing them as individuals. Staff listen attentively to what children say and notice their non-verbal cues such as if they are tiring of an activity. They are relaxed and interested in what children have to say, which promotes confidence and social skills. Staff frequently provide praise for positive behaviour and are calm and clear about what is expected and why. Staff use routine phrases and different tone of voice very successfully to gain attention and cooperation. Staff effectively encouraged children to sit together and be attentive for stories and group games, which will prepare them for their transition to school and more formal education. Children who do not wish to join in are occupied well until they are ready to do so.

Staff promote children's play, learning and all round development effectively. They monitor and assess children's progress and plan developmentally appropriate, exciting activities, to ensure that all children can engage, have fun, and learn. Staff encourage and facilitate children's learning and celebrate success with words and gestures. Staff use some Welsh words and phrases throughout the session, supporting children to gain a basic understanding of the language. Staff support children's knowledge of the world and diverse cultures through books, toys, activities, and various celebrations. Staff encourage children to use the outdoor play area whenever possible for physical development and exercise.

Environment — Good

Leaders ensure the environment is safe, secure, and well maintained indoors and outdoors. The setting and the outside play areas are secure from unauthorised visitors. There are suitable risk assessments for the premises and activities. Accidents and incidents are recorded well, and we saw that they were typical for the age range and did not raise any concerns about the safety of the environment. Staff operate good hygiene practices which minimise risks to children. They prepare snack in line with the policy and clean tables with anti-bacterial solution. Leaders liaise well with the hall committee to maintain systems checks for heating, fire, and portable appliances. Additionally, they monitor the safety of the large trees surrounding the premises, by arranging for professionals to carry out regular assessments. Staff carry out regular fire drills ensuring both staff and children are clear about what to do in the event of an emergency.

Leaders ensure the premises are suitable, child friendly, stimulating and promote areas of learning. The playroom is bright and airy with sufficient space for a good range of activities as well as areas for children to relax. The furniture and equipment are age appropriate, and child sized. A washable floor surface allows for messy activities. There are two small outdoor areas, which includes a growing area, ride on toys, messy activities, and playhouses.

Leaders provide a wide variety of good quality resources to encourage children’s curiosity and imagination and support their learning and development. Many resources represent diverse cultural aspects and multi-cultural events, and festivals are celebrated. Staff have to pack away most equipment at the end of the session but play areas are well set out with interesting and plentiful resources. Children can easily access the toys, providing them with choice and supporting them to be independent. Toys and equipment are clean and in good condition.

Leadership and Management — Excellent

People who run the setting ensure the management and day to day running of the setting is effective and runs smoothly. They provide a high quality service for children and parents. Their statement of purpose provides a clear description of the service and what it sets out to provide, so that parents can make an informed decision about its suitability for their children. All the records and documents we looked at were detailed and well maintained. Policies and procedures are well written and are reviewed at least annually. Parents are expected to sign contracts and to confirm that they agree to the terms of admission. They also sign various permission forms and accident records appropriately.

People who run the setting have robust self-evaluation procedures in place and leaders consult with parents, children, and other professionals as part of the process. Staff gain children's views about activities through asking them what they enjoy doing and how they react. We saw that staff continually evaluate activities and make changes when necessary. This shows how staff consider children's needs and preferences and as a result children remain fully engaged and enjoyed their learning activities. The report of their last review is comprehensive and useful to support them to make any improvements. Leaders share the report appropriately with CIW. There is a suitable complaints policy in place should parents want to make a complaint. No complaints have been received by the service or CIW.

Leaders manage staff effectively. Staff have worked together since the setting opened and work seamlessly as a team. They are clear about their responsibilities and the high standards expected at the setting. Leaders ensure that staff ratios always meet or exceed the national minimum standard. They follow safe recruitment processes and staff records contain all the required information. All staff hold qualifications in childcare, learning and development, paediatric first aid and child protection. Staff said they are very happy in their work, and they feel valued and supported.

People who run the setting and staff have developed effective and successful partnerships with parents and other agencies to benefit the children. Staff talk to parents to get to know their child's needs, preferences, and routines prior to them attending the setting. They use effective methods to map each child's stage of development and use these to plan for their next steps. There is effective communication with parents through daily chats, records, a notice board, email, and newsletters. Parents told us they are extremely happy with the service. Staff have useful links with other professionals such as speech and language therapists and the local authority to meet children's needs.

Recommendations to meet with the National Minimum Standards

None

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.

Date Published 25/08/2022