Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Shirenewton Playgroup

Shirenewton Recreation Hall
Shirenewton
Chepstow
NP16 6RG



Date Inspection Completed

05/11/2024

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About Shirenewton Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Person	Beverly Lindsay
Registered places	26
Language of the service	English
Previous Care Inspectorate Wales inspection	22 March 2022
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of 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 happy, relaxed and enjoy their time at the setting. They are confident to express their ideas and opinions and freely make decisions about how they spend their time. They are developing positive relationships with each other and staff. Children's independence skills are developing well.

Staff are attentive, warm, patient and offer reassurance to children when needed. They engage well with them, supporting their play and building their confidence. Nearly all staff have a strong understanding of their roles and responsibilities to keep children safe and healthy.

The environment is safe, clean and secure. The management team ensure there are appropriate systems in place to maintain a safe environment. There is a wide range of equipment and resources both indoors and outdoors to encourage children to play and learn. The environment provides children with good opportunities to make independent choices in their play and develop their self-help skills.

Managers are motivated to running a good quality provision. Safe recruitment procedures are followed. Managers provide staff with a range of beneficial policies and procedures to guide them in their roles. Staff are happy at the setting and feel supported in their roles. Relationships with parents are good.

Well-being Good

Children have good opportunities to make choices and decisions about how they spend their time. They can freely move around their playrooms engaging in activities available. Children have access to a good range of toys, resources and exciting activities. They choose where and what they want to play with. For example, a child self-selected items from the arts and craft table, taking them to the painting easel because they wanted to add a few sticks and glittering items to their picture. Children demonstrate they feel empowered to make choices in their play. They express themselves confidently, as they know their wants and needs will be considered and respected. We saw, some children choosing books they wanted to look at on their own and a child choose a book for a member of staff to read to the whole group just before lunch.

Almost all children are happy and settled at the setting. Those who are a little unsettled are quickly reassured by staff and are soon playing happily with their friends. For instance, a child became a little agitated when they could not find the toy they had been playing with. Staff notice this instantly, reassuring the child and providing them with an alternative. Children feel valued and have a strong sense of belonging. They clearly enjoy being in the company of each other, forming warm and affectionate friendships and developing secure relationships with staff. We saw, children chatting away to staff and their friends while they engaged in activities and happily having cuddles with staff members. Children receive lots of encouragement and praise from staff for their efforts, giving them the confidence to play and learn.

Children thoroughly enjoy their play and learning. They benefit from a wide range of play opportunities enabling them to develop, learn and use their imagination. For example, during an outdoor play session, the children happily filled their wheelbarrows with leaves they had collected from the ground. Some took the leaves to the seating area to pile up and scrunch under their feet and others were content in wheeling the wheelbarrow around the sensory area. Older children know what is stored in the shed and happily ask staff for items to use such as spades and forks to dig to extend their play. We saw a group of children absorbed in looking for insects and on finding newts under a log they squealed with delight inviting others to come and look at what they found. They have opportunities to explore and enhance their experiences and learn about the nature around them. We saw children playing outdoors, digging in the bark for dinosaurs and other imaginative creatures. They were discussing and comparing the different size newts they had found. Other children were working together to stir very large bowls of mud they had collected to mix in the toy cement mixer. They helped one another to turn the handle round and round while others watched what was being mixed up. They happily sustained their time in sharing in the imaginative play experiences. Children are supported to access the bathroom and actively encouraged to independently undress and dress themselves. At mealtimes children competently and confidently pour their own drinks, this promotes children's self-help skills and builds their self-esteem.

Care and Development Good

Staff have a suitable understanding of their roles and responsibilities to keep children safe and healthy. The setting has a range of policies and procedures to guide staff and outline expectations. However, on speaking to staff about what they would do if they had a safeguarding concern for a child some staff were not confident about how to raise referrals. Although there is a designated member of staff who leads on safeguarding, it is the responsibility of all staff to understand how to raise a referral and keep children safe. Staff implement appropriate procedures when recording accident and incident forms, which are shared with parents in a timely manner. Staff follow the appropriate steps to record details for any children who attend the setting with a pre-existing injury.

Staff promote good hygiene practices. For example, children are supported to wash their hands and face after eating. Children also wash their hands after using the toilet, embedding good hygiene routines. Staff consider children's privacy and dignity. For example, when children use the toilet or change their clothes, they are encouraged to go into the toilet cubical and close the door if they feel comfortable to do so. However, the designated space for nappy changing is not suitable

Staff promote children's physical development and the benefits of getting out into the fresh air, through regular access to the outdoor play environment. Staff interact well with the children and build positive relationships with them. They are attentive, warm, patient and offer reassurance when needed. Staff implement a positive approach to behaviour, frequently praising and reinforcing positive behaviour in line with the setting's behaviour management policy. Staff know the children well. They carry out regular observations and assessments of the children. However, tracking children's progress is not fully consistent. Staff promote the Welsh language purposefully, through singing songs and introducing basic incidental Welsh during activities and routines.

Environment — Good

Managers ensure staff follow suitable procedures to maintain an environment which is safe, clean, and secure. Visitors, staff, and children are accurately recorded on arrival and at departure. Regular fire evacuation drills are carried out at different times to include all children. Maintenance and safety checks are completed promptly. Managers have developed a good range of risk assessments and visual check are conducted to maintain a safe environment. The setting is a pack away playgroup as the premises is used for different purposes in the week, therefore managers and staff alike are vigilant on noting anything that becomes a hazard. Annual safety certification was available during the inspection and all documents were within the annual dates.

The environment offers good facilities to care for children. Both playrooms are equipped with good quality and suitably sized furniture for the varying ages of children. The layout of the playrooms supports children to move around freely. Staff support children to access the bathroom which is situated in the corridor.

Managers provide a good range of resources and toys which are of good quality. There was a good balance of toys and equipment for the purpose of the ages of the children. Resources are organised and displayed attractively on low level shelving units, so they are easily accessible and inviting to the children.

The outdoor play space is situated away from the playrooms; therefore, staff plan outdoor play for every session. We observed the whole group accessing the sensory play area where children happily chose to use wheeled toys moving around the area freely. They chatted to their friends or talked to staff about what they were doing in the mud kitchen. The well stocked shed had items such as water pipes, cones, mark making items, dressing up clothes and children’s construction play. This promotes opportunities for children to problem solve and foster a spirit of outdoor freedom while learning and developing.

Leadership and Management — Good

Managers of the setting are motivated to provide a quality service to the children and their families. They have responded positively to recommendations for improvement, the play rooms are warm and inviting. A detailed statement of purpose provides parents with the relevant information about the setting, so they can make an informed choice. Policies, procedures and documentation are available to parents and this helps them to understand what is provided and whether the setting would be suitable for their children's needs. Documents such as children's contracts are signed and exchanged with parents prior to the children starting at the setting. Worthwhile information is sought to support the child's experiences at the setting. For instance, 'all about me' forms are used which capture key details such as the child's likes and dislikes. Permissions are sought for a range of activities. For example, staff to administer emergency first aid and take children out of the setting on trips in the local community.

The management team are aware of their responsibilities to undertake self-evaluation procedures. They seek the views of parents, children and staff. As part of the process, they produce an appropriate report which identifies areas for improvement for the coming year. There is a commitment to hold regular team meetings where key information is shared with staff such as, safeguarding matters. Staff told us they feel very well supported in their roles by managers and colleagues alike. They feel a strong sense of 'team spirit' which makes them feel very proud to be part of the team.

Managers follow safe recruitment procedures. Staff have up to date job descriptions and contracts defining their roles and responsibilities. All staff hold or are currently working towards the required childcare qualifications. Most staff have completed the required mandatory training. For example, safeguarding, paediatric first aid and food and hygiene training. New staff undertake a suitable induction process. Regular beneficial supervisions and annual appraisals are carried out with staff. Managers ensure that Care Inspectorate Wales (CIW) are kept informed of significant events or of any changes to staff at the setting. Partnership with parents is good. Parents we spoke with were highly complementary about the setting. They told us the managers and staff are very approachable. Parents are satisfied with the regular updates regarding their children's experiences at the setting via newsletters and staff inform and communicate through safe electronic methods.

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
37	The registered person has not ensured that both play rooms used by children are maintained at a temperature of at least 18 degrees centigrade. Ensure that all parts of the premises used by the children are adequately heated.	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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

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 13 (Child Minder) - Suitable Person	Ensure all staff are confident in their knowledge of safeguarding and how to raise a referral.
Standard 5 - Records	Ensure observations and assessments regularly identify and track all children's progress.

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)
Ensure that nappy changing is carried out in place that provides children with privacy and dignity.

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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