Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

St Paul`s Nursery (Playgroup)

St Paul`s Church Hall
Llantrisant Road
Pontyclun
CF72 9DQ



Date Inspection Completed

07/05/2024

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About St Paul`s Nursery (Playgroup)

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Stacey Jones Susan Wilmington
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	9 and 10 May 2019
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.

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, settled and have worthwhile and consistently good experiences at the setting. They make choices about activities they want to engage in and are encouraged to move between all activities prepared. Children have strong and warm relationships with staff and positively interact with them at every opportunity. Children's social and independence skills are appropriate for their age.

Staff keep children safe and effectively implement the setting's policies and procedures. The interactions between staff and children are warm, calm, and purposeful. Staff understand and positively support the needs of all children. Staff offer a worthwhile range of activities. Activities are led by the children's interests and suggestions through discussions.

The people running the setting ensure the environment is welcoming, purposefully resourced, and clearly organised. Staff follow infection control procedures well. The indoor and outdoor environments are clean, safe, and beneficial for the children. Relevant risk assessments are in place ensuring all possible risks indoors and outdoors are minimised. The setting has a wide range of good quality toys and resources for outdoor activities which are easily accessible for children.

Leadership and management of the setting is consistently good. The staff work well together as a team. People who run the setting, prepare an annual review of their service using information from parents / carers, children, and staff. Parents / carers speak highly of the care and play opportunities their children receive.

Well-being Good

Children eagerly arrive at the setting and settle quickly with familiar staff. They have formed strong bonds with staff, which has a beneficial and positive impact on their well-being and development. Staff are called Aunties by the children. Nearly all children understand that staff respond positively to their needs and requirements. They confidently approach all staff with ease, including when they require support in their activities. For example, children asked for support whilst completing a difficult jigsaw and when building sandcastles in the sandpit. There is a clear routine within the setting and children successfully follow the expectations immediately. These include, waiting their turn to collect snacks, and to operate puppets in the puppet theatre at the end of session.

Children have built positive friendships with each other. We saw children playing positively sharing resources together in the sandpit and with the toy animals. Children take turns and wait their turn with all the activities. For example, when waiting patiently for their turn to join in the puppet theatre activity. Children also share the resources such as the sharing the toy crab and the shells in the sandpit, and three co-operating to complete the jigsaw. Children are aware of the moods and the feelings of others at the setting, and staff also ensure these are taken into consideration during activities.

Children communicate effectively with staff and each other. They show a strong interest in the majority of activities offered. They engage positively in the activities that interest them. Children show worthwhile curiosity and explore a variety of good opportunities. For example, they were keen to share information about what they had seen on visits to the seaside at the weekend and what shells they had collected. Children are aware of their feelings and needs are taken into consideration by others. They are free to decide which of the various activities to participate in. Children know that nearly all their attempts at communicating are respected by staff. For example, children were keen to offer ideas for songs to sing during the puppet theatre activity. Children concentrate for an appropriate amount of time and respond effectively to all encouragement from staff.

Children develop their independence skills successfully with the support of consistently good opportunities offered by staff. Children are encouraged to be independent in their engagement of activities. They freely move between activities indoors or outdoors. Children share their ideas as they are consulted to gather information on what they have enjoyed doing and what resources they wish to be available the following day. Children offer valuable responses to questioning by staff, developing their language skills.

Care and Development Good

Staff successfully implement the setting's policies and procedures ensuring children are kept safe and healthy. Staff receive regular safeguarding training and understand the setting's safeguarding procedures. Staff record accidents and incidents noting time and dates and ensure these are signed by parents / carers to evidence they have been kept informed. Due to the small number of accidents and incidents recorded, they are not formally evaluated at present. Staff have completed mandatory first aid training, enabling them to deal with accidents effectively. All staff have completed food safety training, but at present, they do not prepare food for the children. Staff serve healthy drink options of milk or water. Staff encourage children to wash their hands before collecting their own snacks, prepared at home, and feed themselves under the supervision of staff. They are encouraged to dispose of any waste food appropriately, highlighting the importance of recycling.

Staff have warm and consistently good relationships with all children. They are kind and caring and have a very patient manner. All staff interactions are positive and purposeful. Staff skilfully support children's social behaviour throughout the day. For example, staff interact positively with children during activities and ask and answer any questions. Staff implement strong and positive strategies in line with their behaviour management policy and offer praise and encouragement to children. Examples of dealing with challenging behaviour included "*now, we don't push, do we*?" and "*You can have the jigsaw piece, but he will need it in a minute."* Children responded positively to these strategies. Other examples include when children are accidentally hit by resources and the staff's response is calm and reassuring and reminding children to be careful. Staff are fully engaged in each activity and purposefully encourage the children to partake in every opportunity.

Staff consistently model good behaviour reinforcing the need for children to say 'please' and 'thank you' at all times. The staff promote a very calm atmosphere at the setting and humour plays an important part, ensuring children and staff are relaxed. For example, at snack time when discussing the contents of their snacks, comments such as "*What have you got for snack? Oh no! not a stinky nana!!*" were heard and laughter from the children and staff. The children therefore respond positively to the staff's requests. Staff sit with the children during activities to play games, assisting children to complete jigsaws, and assist with the arts and crafts and sand play.

Staff have a good understanding of meeting the needs of children requiring additional support. A few children present required various support and procedures are in place to support the needs of those children. The use of incidental Welsh was heard at the setting including counting and nursery rhymes. The setting celebrates festivals such as Christmas, Chinese New Year and St David’s day to enhance children’s knowledge and understanding of different cultures.

Environment Good

The people running the setting make sure the indoor and outdoor environments are safe and secure. Visitors are granted access through the setting's main entrance which is kept locked when children are present. Visitors are required to sign in on arrival and are met by the setting's staff. The outdoor area is enclosed by fencing and the people running the setting have made sure appropriate measures have been put in place to keep this area secure. The people running the setting have written comprehensive risk assessments for the premises, activities and play opportunities children participate in, but they have not included the latest date of review with staff. People who run the setting evidenced that all other required safety checks are completed by the building's owners within appropriate timescales. These checks include fire and smoke alarms, fire extinguishers and electrical testing. The premises is clean and safe throughout. The people running the setting make sure staff implement infection control procedures effectively. Cleaning was observed before and after activities and snack time. The toilet facilities are age appropriate, and all staff ensure children's privacy and dignity is respected with nappy changing being carried out in a separate room.

The indoor premises is warm and welcoming a beneficial and valuable environment for children to play and learn. It offers appropriate opportunities to support children's curiosity as well as overall learning through role play, building and problem solving. The setting's indoor environment has one large room and is organised before the children arrive. Discussions are held at the end of each session about what resources they wish to use the following day. The room is accessible and large and spacious, enabling children to have easy access to good quality toys, resources, and equipment -. Outdoor resources are stored appropriately and are available when children spend time outdoors. The people running the setting make sure children have many opportunities to make choices and decisions about what they want to play with enabling them to follow their own interests confidently. The outdoor area is limited in space but positively resourced with furniture, various big toys such bikes and trikes and good range of gardening utensils.

People who run the setting provide a valuable and consistently good range of age-appropriate toys and resources. These resources ensure children are successfully engaged. For example, they provide dollies, jigsaws, play kitchen, easels and dressing up and role-playing resources. Furniture and equipment are sized age-appropriately and are of consistently good quality. All toys and play equipment are clean and well-maintained. There were some resources evident to promote cultural awareness, celebrations, and diversity to help raise children's knowledge about their wider society. .

Leadership and Management — Good

Leadership and management of the setting is consistently good. People who run the setting are skilled and experienced. They have a positive vision for the setting and positive expectations of the staff. People who run the setting successfully support the staff to do their best. The statement of purpose provides parents with detailed information on how the setting runs. Parents have all the information they need to make an informed choice about the childcare service they require. People who run the setting regularly review their policies and procedures and ensure staff implement them successfully. For example, all policies are reviewed yearly with names of reviewers and dates noted. They have appropriate record keeping systems in place including children's contracts, children's attendance, and staff files. People who run the setting inform Care Inspectorate Wales (CIW) of significant events that impact on children's welfare in a timely manner. Information is current, children are safeguarded, and their welfare promoted through their culture of safeguarding.

People who run the setting have effective and worthwhile systems for the evaluation of the setting. They regularly self-evaluate the setting and seek feedback from parents, staff, children, and make valuable use of support from professional bodies. Questionnaires are evaluated and all responses kept appropriately. All information is used to create a consistently good quality-of-care report which is shared with parents / carers. Information is used to identify strengths and areas for improvement and to enhance the opportunities offered for children.

People who run the setting value staff. Through effective recruitment procedures, they effectively ensure qualified and consistent good staff are present to make sure children are always well cared for. There is a strong ethos of teamwork within the staff team. Staff are friendly and relaxed in their approach to care giving and work closely together to ensure the best experiences for children. Their enthusiasm and calmness have a positive effect on the children. They support staff in their professional development and training requirements. Staff feel supported by management and can confidently talk and discuss any concerns with them.

Partnerships with parents and outside agencies are strong. Staff share regular updates with parents through discussions when children are collected at the end of a session and through the setting's social media platform. Parents told us they are satisfied with the valuable care their children receive.

Examples of comments received were “It’s like a home from home,” “they offer a good choice of activities” and “lovely concerts which we can attend.” People who run the setting have strong links with the local schools and with external organisations. For example, the local baker comes in to make Welsh cakes on St Davids Day and staff from the local schools come down for transition meetings before children transfer. People who run the setting keep a community and Visitor book highlighting what the children have been doing in the setting.

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

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 4 - Meeting individual needs	Increase the opportunities for involving children in decision making and planning activities
Standard 10 - Healthcare	Ensure that all First Aid boxes within the setting are updated regularly

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 all Risk Assessments are signed and dated by the reviewer
Evaluate accidents and incidents that occur at the setting on a regular basis

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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Date Published 27/06/2024