Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Caerleon Cherubs Playgroup

Caerleon Townhall
Church Street
Caerleon
NP18 1AW



Date Inspection Completed

27/06/2023

About Caerleon Cherubs Playgroup

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Claire Secker Maureen Tilbury
Registered places	36
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] 24 July 2018.
Is this a Flying Start service?	Manual Insert] Yes.
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.

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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

The children are happy and settled and express their opinions confidently. They decide how to spend their time and they have developed positive relationships with the staff and their friends. The children enjoy the activities on offer to them and they concentrate well on tasks.

The staff understand their responsibilities regarding keeping children safe and healthy. They know the children well and speak to them in a warm and friendly manner. The staff plan a range of play experiences and meet the children's individual needs effectively.

The management team ensure that all the areas of the setting used by the children are safe and welcoming. They endeavour to provide a high-quality service to the children and their families. The toys, activities and resources are of good quality and provide plenty of opportunities for the children to learn and develop their skills. Those responsible for running the setting ensure that the children have plenty of opportunities to explore natural materials and provide effective opportunities to develop their physical skills.

The management team are committed to ensuring that the service is managed well. They share their vision for the service with the staff, supporting them to follow policies and procedures effectively.

Well-being Good

The children are happy and settled and make decisions about how to spend their time in the setting. They move freely around the activities available and follow their own interests. The younger children are able to follow their usual routine of having plenty of free play and staff plan around this. For example, most of the children enjoyed doing an art activity using their handprints to make butterfly pictures, staff set out more paints, papers, and brushes to accommodate the larger group all wanting to take part. The children are confident when asking the staff for help when required and when expressing their wishes, knowing that the staff will respect those wishes. For example, when asking to sit on a member of staff's lap to listen to a story in the garden, and when choosing to take part in activities led by staff in their own time.

The children feel safe as they receive care from staff members with whom they have developed warm relationships. They feel happy asking the staff for comfort when needed. For example, approaching the staff for comfort after falling out with a friend. The children are confident when speaking to other adults visiting the setting as they feel safe and secure. The children make friends and chat with each other during lunch time and play time, smiling and laughing frequently.

The children enjoy their play and concentrate well whilst exploring the range of activities available to them. They are eager to involve their friends in their play. For example, a small group of older children were eager to play catch, aiming to throw far enough so that their friends could catch the rugby ball. They cheered each other on calling out encouragement such as “Good catch”, “Well done” and “good running”.

In the main children listen well and are happy to help with tasks and to follow instructions. For example, when washing their hands, when wearing their sun hats and when tidying up after an activity. The children play well with each other. Most of the time they share toys, wait their turn and work together to complete tasks successfully. However, during large group activities such as story time, a small group of children became distracted, and this disrupted the story being read to the whole group.

The children are given opportunities to develop their independence skills by completing tasks for themselves. For example, the younger children are given plenty of time to feed themselves during snack time, and the staff are at hand to support and encourage them. Every child is confident to choose independently which activities to take part in and the children can move around freely.

Care and Development — Good

The staff have a good understanding of the setting's procedures for keeping children safe, and they follow them effectively. Most of the staff have completed paediatric first aid training. Detailed records are kept of any incidents and accidents, and any instances where staff administer medication to a child. The records are signed by the parents to demonstrate that they have been informed. The staff are confident about the appropriate procedures to follow should they have any concerns about a child, and they have completed training with regards to safeguarding children. The staff also ensure that regular fire drills are held so that the children and staff know how to leave the premises quickly and safely in an emergency.

The staff encourage the children to eat healthily and to drink plenty. Each day a child is chosen to help to prepare snacks such as cutting up fruit and setting the table without all the children having the opportunity to see how snack is prepared. The staff follow effective procedures to ensure that the needs of children with allergies are met at all times, and to prevent the spread of infection. They encourage the children to wash their hands as required and follow the appropriate procedures when changing nappies. Since the last inspection the setting has made good improvements and now created a dedicated area for nappy changing. This allows all children to have good levels of privacy when changing nappies. The staff also ensure that the children are given regular opportunities to spend time outdoors, ensuring that they develop their physical skills.

The staff have formed positive relationships with the children and speak to them affectionately and treat them with care and respect. In the main staff use effective strategies to promote positive behaviour in accordance with the setting's policy. For example, they distract children with another activity if they find it difficult sharing or taking turns and provide a clear explanation when their behaviour is not acceptable. Staff also model good social skills effectively when playing alongside the children saying thank you and praising each other during activities.

The staff provide a variety of fun-filled activities that they know the children will enjoy, including a good mix of indoor and outdoor activities. The setting has suitable arrangements for identifying and supporting children's individual needs, including children with additional learning needs. The management team responsible for running the setting ensure that they collect plenty of information about preferences, needs and any other relevant information before children start at the setting. This enables the staff to plan effectively for the children's individual needs. Good procedures are in place to work with external agencies to support children with additional learning needs and to ensure that all children’s individual needs are met. Children use incidental welsh throughout the day and staff encourage using welsh words and phrases.

Environment — Good

The management team running the setting prioritise the children's safety and ensure that the staff follow procedures to keep the children safe. For example, the staff ask visitors to sign the visitors book on arrival and they ensure that the premises and the outdoor areas are safe and secure. Children have timed access to outside play. Staff are vigilant when children are accessing the play park adjoining the Town Hall. This prevents any unauthorised access to the group. The managers have comprehensive written risk assessments in place. These outline any potential risks to the children's safety and the action taken to manage or eliminate these risks. Comprehensive risk assessments are completed before any new activities are undertaken.

The management team ensure that all the areas used by the children are generously spacious, well-maintained, and welcoming. The outdoor play areas provide a suitable range of opportunities for the children to explore and play to develop their imagination, including toys for water play, riding wheeled toys and space to run around. Inside in the open plan playroom, toys and resources are stored at a low level and are well organised in boxes, drawers and displayed well. The storage around the playroom is labelled well. The toilets have suitable facilities, with low sinks and toilets to promote the children's independence.

The management team, provide a good range of toys and resources which are in good condition and appropriate to the children's ages and stages of development. They are clean and well-maintained, and detailed records are kept of when they are cleaned and checked. Managers ensure the children have plenty of opportunities to explore natural materials, multicultural resources and Welsh resources, for the children to learn more about the world in which they live. For example, many of the toys were wooden and are available so that the children could play and explore independently.

Leadership and Management — Good

The management team ensure the staff are aware of their responsibilities. They share their vision for the service with them and ensure the setting's policies and procedures are followed effectively. The policies are comprehensive, providing a clear outline of the procedures to follow, and these are reviewed annually. The setting's statement of purpose includes detailed information and provides an accurate description of the service offered, this means that parents can make an informed choice about whether the setting can meet their needs and the needs of their child.

The management team are keen to ensure that they continue to develop and improve. They ask regularly for feedback from parents, visiting professionals and staff. Managers have ensured that an annual quality of care report is produced. This outlines the improvements which have already been made and proposed improvements for the future.

Those responsible for running the setting ensure staff have regular training and support to fulfil their roles effectively. Staff files are comprehensive and include the required information, demonstrating that safe recruitment checks are in place. Staff tell us that the managers are approachable, and they feel confident to discuss any problems or training needs. Records of these meetings are kept in the staff's individual files.

Partnership with parents is good, the managers share information with parents effectively. They keep evidence on file of the information collated from the parents about their children's specific needs, as well as their likes and dislikes. Parents are very pleased with the service provided and they told us that their children are very happy at the setting. Parents spoken to told us “We feel that the transition to the primary school across the road is seamless because staff drop off and collect children everyday between sessions. Therefore, our children are very familiar with the day to day running of nursery life”.

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)
	No NMS Recommendations were identified at this inspection

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)
Encourage all children to learn about good listening and contributing during whole group activities such as story time.
Ensure that all children have better opportunities to be involved in preparing snacks at snack time.

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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