Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Penygarn Under Fives and After School Club

Penygarn ICC
Penygarn Community School
Penygarn Road
Pontypool
NP4 8JR



Date Inspection Completed

03/10/2024

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About Penygarn Under Fives and After School Club

Type of care provided	Children's Day Care Full Day Care
Registered Person	Isobel Yacomen
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	28 September 2018
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service anticipates, identifies, and meets the Welsh language and cultural needs of people who use, or may use the service.

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 and settled and enjoy making choices about what they want to do. They enjoy playing with their friends and have a range of choice and opportunities to become independent. Children feel safe and secure in the care of responsive staff who know them well. Children's opinions and interests are greatly valued and acted on.

Staff are professional and motivated. They have a good understanding of how to keep children safe and healthy and implement the setting's policies and procedures effectively. Staff are patient, kind and caring. They support children's learning and development well, offering a purposeful range of activities led by children's interests and developmental needs.

People who run the setting have developed stimulating indoor and outdoor play spaces for children to explore. Overall, there are effective measures in place to ensure the indoor environment and nearly all the outdoor area is safe, secure and well-maintained. People who run the setting ensure children have access to an interesting range of resources and equipment to nurture children's developmental skills.

People who run the setting have a clear vision of how they wish to make improvements and develop the provision, which they share with staff. They are highly motivated with a commitment to the continuous professional development of the workforce. People who run the setting make continuous improvements to the service with the children's interests and needs at the heart.

Well-being Good

Children are happy, settled and make decisions about how they spend their time. They choose from the activities and toys on offer and follow their own interests. We saw some children enjoy completing puzzles while others happily rolled the cars up and down the ramp. Children are confident to share their ideas, answer questions and chat to staff, knowing staff will value what they have to say. For example, they chat happily about their home life with staff during snack and mealtimes.

Children arrive at the setting eager to see staff and their friends. They are familiar with the setting's daily routines, which makes them feel safe and secure. They settle well for circle time and enthusiastically request different songs to sing along to. Children who do not wish to sit during this time happily explore the role play area whilst supervised by staff. Children are confident and secure in their surroundings and readily seek out comfort from staff. For example, we saw children sit contentedly on a staff member's lap and point to different pictures in the book during story time.

Children interact consistently well with adults and each other. They were happy to chat with us and excitedly showed us their toys. Children are learning to manage their own behaviour successfully and are developing their social skills. Children happily play alone or alongside their friends as they learn to share and work together. For example, they patiently took turns to fill and empty pots of sand together, smiling when the pots were empty and ready to fill up again.

Children are motivated to follow their own interests and concentrate for periods suitable to their age and stage of development. We saw a small group carefully build a tower out of construction blocks while other children concentrated on threading beads onto a string. Children of all ages are eager to share their achievements. They were keen to show staff their drawings. Children also benefit from a range of adult led activities. For example, children were keen to make hedgehogs out of clay alongside staff members who were modelling this activity.

Children have good opportunities to develop their independence. They follow their own interests for extended periods of time which allows them to consolidate skills and make decisions. Children learn to do things for themselves, such as serving their own snacks and pouring their own water or milk, using the toilet, tidying away toys and helping to sweep the floor. This promotes their self-esteem and develops their self-confidence.

Care and Development Good

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They are clear of the procedure to follow should they have any child protection concerns. Staff follow good hygiene routines. For example, they clean tables before and after eating and encourage regular handwashing which minimises the spread of germs. A varied and nutritionally balanced healthy snack menu is in place and children have a choice of milk or water to drink. Staff promote healthy practices and ensure children have plenty of opportunities to play outdoors in the garden. They ensure systems are in place to manage allergies well. Staff support and supervise children to become independent when using the toilet. They do not currently record nappy changes. Staff implement appropriate procedures for the recording of accidents, incidents, administration of medicine and pre-existing injuries. They ensure this information is shared with parents.

Staff care for children in a kind and patient way. They are responsive and nurturing, which means children approach them with ease. For example, a staff member cuddles a child before taking them to play with the dinosaurs as they know that's one of the child's favourite activities. Staff have a sound understanding of child development, and its impact on children's behaviour. They set realistic boundaries, having regard to children's understanding and stage of development. The behaviour management policy promotes positive strategies which help children to regulate their own behaviour and promote their self-esteem. We saw staff implement these strategies skilfully, using gentle tones, distraction methods and lots of praise to reinforce positive behaviour. They act as good role models, promoting good manners and respect for each other and the children.

Staff plan a wide range of fun activities that appeal to children's interests. They naturally develop children's learning as they play, giving them opportunities to experiment and acquire new skills. For example, staff encouraged children to use scissors independently and praised them for the attempts. Staff promote the Welsh language well; we heard incidental Welsh words, phrases and songs used throughout the inspection. Staff liaise with outside agencies to identify and support children with additional learning needs.

Environment — Good

People who run the setting have beneficial measures in place to ensure the environment is safe and secure. Doors and the outside gate are kept locked at all times and visitors are routinely signed in and out. People who run the setting ensure staff fully understand their responsibilities in relation to the safety and welfare of children. Staff complete daily checks to identify and eliminate most potential hazards to children's safety. Cleaning routines reflect good hygiene practice and effective infection control. Fire drills are practised regularly and recorded to ensure all staff and children can evacuate the building in the event of an emergency. Insurance certificates and routine safety checks for the building are up to date.

The environment is welcoming and child friendly. The layout and design help promote independence and builds children's confidence. Some resources are set out on tables, with others easily available for children to take their play in a different direction if they wish. Staff extend children's knowledge and development by offering a wide range of resources and interesting spaces which spark their curiosity and interest. For example, the Autumn resources allowed children to explore natural objects while children also thoroughly enjoyed creating different things on the craft table. Staff display children's creative work which gives them a lovely sense of belonging and makes them feel proud of their achievements. Staff ensure the outside play space is used daily which supports children's well-being and physical development.

People who run the setting provide developmentally appropriate play and learning resources to ensure the environment presents interesting and stimulating play opportunities. Outside there is a well-resourced play space and children have opportunity to access a natural log circle area. A small area of the outdoor space contained some damaged resources which had not been identified or removed during the daily checks. Leaders assured us these would be taken away immediately. There are some multi-cultural resources which reflect the wider society, promoting equality and learning about cultural awareness, including dolls and books. The setting has good quality furniture and resources to support children's independence. For example, small jugs to pour their own drinks at snack time, child sized tables, chairs, and individual coat pegs for their belongings. There are a suitable number of children's toilets available, with soap and low-level hand driers easily accessible to support children's independence when washing their hands.

Leadership and Management Good

People who run the setting have a strong vision that they share with others and have a good understanding of their responsibilities as a provider. They are committed to providing an effective service that promotes and sustains improvements and good outcomes for children. People who run the setting provide information about the aims and objectives of the service in the Statement of Purpose. They have appropriate policies and procedures in place which reflect the service offered. People who run the setting ensure the relevant Disclosure and Barring Service (DBS) checks are in place for all staff and the responsible individual associated with the setting.

People who run the setting complete a suitable quality of care report annually. They seek the views of parents and carers as well as the staff and children. People who run the service have responded to views and made improvements to the service. For example, they regularly review the effectiveness of staff training and how it drives improvement at the setting. People who run the setting monitor accident and incidents to ensure they maintain a good oversight of the service. They ensure appropriate contracts are in place for the children in their care and obtain relevant permissions from parents.

There are robust recruitment processes in place. People who run the setting implement a good induction procedure for all new nursery and agency staff. Checks are carried out to ensure staff are suitable to work with children. All staff have up to date mandatory training such as first aid and safeguarding. They receive good opportunities for additional training. There is a high proportion of qualified staff at the nursery. All staff receive regular supervisions and annual appraisals, which enable them to celebrate their strengths and identify areas for development. There is a strong culture of continuous professional development which is modelled by leaders. Staff we spoke to told us that they felt valued and supported by the management team.

People who run the setting keep parents well informed about the care their children receive. They have good links with a wide range of professionals, including the Local Authority specialist teacher, speech and language therapists and health visitors. They ensure that when there are concerns about children's progress or development, they share information and work with parents and professionals to support families. Parents we spoke to value their relationship with the setting and told us they always felt able to approach staff. They expressed high levels of satisfaction with the service offered and the care their children receive.

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.

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

	inspection	

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 5 - Records	Record nappy changes.
Standard 24 - Safety	Ensure any hazards are identified and removed from the outdoor environment.

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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