Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

George St Under Fives and After School Club

George Street Primary & Nursery School
George Street
Pontypool
NP4 6BX



Date Inspection Completed

07/03/2024

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About George St Under Fives and After School Club

Type of care provided	Children's Day Care Full Day Care
Registered Person	Isobel Yacomen
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	8 October 2018
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates 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 and settled at the setting. They feel safe and secure in the care of staff. Children have good opportunities for play and learning and their development and independence is encouraged through a range of good quality play experiences.

Staff are professional in their roles. They know the children well and they work with parents to cater for children's individual needs. Staff keep children safe and implement well-established routines, policies, and procedures. Staff have a good knowledge of safeguarding.

The premises are safe and secure. The main childcare room is light, bright and airy. There is a good range of resources available to the children indoors. The outdoor environment is set up to encourage the development of children's physical skills. Thorough risk assessments are in place.

Leadership and management of the setting is good. People who run the setting have a vision for the future development of the setting. They support staff well to keep their skills and knowledge up to date. Formal supervision and appraisals are undertaken regularly.

Well-being Good

Children have many choices and opportunities to make decisions about how they spend their time. They communicate their thoughts and ideas, as they know staff will listen and show interest. For example, children enthusiastically tell staff what animals they are playing with. They express their likes and dislikes clearly.

Children are happy at the setting and feel valued. They enjoy being in the company of other children and form friendships well. We saw a child ask a friend "*you, ok?*" with concern when they bumped their bikes together. Children know the staff and routines well, which gives them a sense of belonging. We saw children eagerly tidying up in preparation for snack time. They receive lots of encouragement and praise from staff when learning new skills, which gives them the confidence to play, learn and explore. For example, one child excitedly shouted, *"this is crazy!"* when throwing paper confetti into the air and a staff member responded, "*it is crazy, crazy is fun, well done!"*

Children are beginning to form friendships in line with their age and stage of development. They play happily alongside each other or together. Children welcomed us warmly with a smile. Children learn to respect each other and the resources, learning to share and use equipment appropriately. For example, we saw two children sharing equipment when exploring in the outside water play.

Children enjoy their play and learning. They benefit from a good variety of age-appropriate play and learning resources inside and out. They choose from a variety of exciting and enjoyable activities. We saw children delight in their play with jig-saw puzzles, block play and bikes and scooters outside. Children follow their own interests and sustain their play for periods suitable to their age and stage of development.

Children develop a wide range of skills as they play. They have many opportunities to become independent. Children independently put their uneaten food in the food recycling bin, with staff encouragement if needed. However, they do not currently have opportunities to serve themselves or pour their own drinks. Children readily help tidy away at the end of a play session.

Care and Development Good

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They receive regular safeguarding training and are confident to implement the setting's policies and procedures should they have concerns about a child. A range of healthy foods are on offer at snack time. Information relating to children's allergies and medical conditions is accessible to all staff, with robust systems in place to ensure children's dietary requirements are safely met. Staff record all accidents in detail and share this information with parents. Regular fire drill practices ensure staff and children are aware of how to leave the building safely. Staff undertake daily checks of the setting and managers take responsibility for overall risk assessments of areas and these are shared with staff regularly. Staff ensure that children's toilets are always clean and accessible to the children. However, the nappy changing facilities require development. At present, they are in an area that is used for storage within the primary school, and it is not always possible for the door to be closed, which impacts on children's dignity and respect.

Staff are kind and caring towards the children. They are responsive and nurturing, which means children approach them with ease. Staff work well together to support and promote children's social behaviour, being mindful of their age and stage of development. There is a behaviour management policy, promoting positive strategies. Staff implement this skilfully, using distraction methods and lots of positive language to reinforce positive behaviour. We saw a member of staff resolve a falling out between children who wanted the same toy. They offered one of the children an alternative toy, which solved the falling out. Staff are good role models; they encourage good manners and prompt the children to say *"please"* and *"thank you."*

Staff support children's learning and development effectively. They regularly observe children's play and learning to track their progress. This informs the planning of future activities to promote children's next steps in learning and development. Parents are regularly updated about their children's progress and development. Staff naturally promote children's learning as they play.

Environment — Good

The environment is safe and well maintained. Entry to the setting is gained through the main reception of the primary school. The entrance into the setting is secure; locked doors ensure only authorised access. Staff keep children safe because managers regularly review risk assessments for all areas of the setting. Registers of staff and children's arrival and departure at the setting are complete with times recorded. Safety certificates including gas boiler service, electrical testing, and fire safety checks are completed regularly and are always fully accessible to staff through the school.

The environment is welcoming and child friendly. The setting has been decorated in calming neutral colours. Staff ensure children have the space and freedom to move around as they play in a spacious playroom. Staff ensure the room is organised to promote all areas of children's development, with a good range of resources, including real life items, multicultural resources, and books. Children's artwork and photographs are displayed around the environment, which celebrates their achievements, giving them a sense of pride and belonging. Staff ensure the outdoor area has a good range of equipment suitable for the ages of the children. Resources available to children outdoors encourage development of their gross motor skills such as hula hoops, jumping activities and a space to ride bikes, trikes and scooters or run around. Children gain an awareness of Wales and the world and cultures around them by celebrating a variety of festivals and celebrations including, Holi, Diwali, St David's Day and Christmas.

Staff ensure that regular cleaning of toys and equipment is undertaken, and resources are of good quality. Children's independence is supported with suitable furniture and resources. For example, child sized tables, chairs and low-level storage for toys and resources. Whilst the toilet area is not independently accessible to the children, staff promptly support children's requests to use the bathroom. There are a suitable number of children's toilets which are clean and fresh. Children's independence is promoted when washing their hands as they are able to easily access liquid soap and hand drying facilities.

Leadership and Management — Good

People who run the setting are skilled and experienced. The person in charge (PIC) receives support from the wider management team. There is a statement of purpose in place, which provides an accurate picture of how the setting runs. Policies and procedures are comprehensive, and staff implement these effectively. The PIC ensures that all documents are easily accessed and well organised. The registered person (RP) always informs Care Inspectorate Wales (CIW) of events set out in the regulations providing relevant information at the correct times.

People who run the setting are committed to providing a good quality care provision to children and their families. People who run the setting ensure staff files are thorough and all relevant safety checks are completed to ensure all staff are suitable to work with children. People who run the setting ensure staff receive regular supervisions and annual appraisals. There is a quality of care report in place which celebrates the setting's achievements and helps plan for future improvements. This report considers the views of children, staff, parents, and professionals.

People who run the setting ensure there is a clear system in place to easily identify that staff's Disclosure and Barring Service (DBS) checks are current. They ensure there are enough qualified and experienced staff to make sure children are well cared for. All staff have up to date mandatory training and there are good opportunities for staff to receive additional training as required. Staff told us the management team are supportive and receptive to their ideas. The staff team are enthusiastic, motivated and enjoy their work.

Staff work closely with professionals including the Flying Start advisory team for the local authority and the primary school. The setting has established very good relationships with parents. Parents receive regular feedback on their child's development and achievements along with a written report on their child's progress at the end of the term. Parents we spoke to expressed high levels of satisfaction with the setting provided and told us their children settle very quickly and love attending. They also told us that they were very grateful to the setting for developing their children's confidence and self-esteem since attending.

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	Ensure the nappy changing area is clear of clutter and provides for the respect and dignity of the children.

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)
Consider how children can become more independent 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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