Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Holt Under Fives Playgroup and Toddlers

Chapel Street
Holt
LL13 9DJ



Date Inspection Completed

16/10/2024

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About Holt Under Fives Playgroup and Toddlers

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Holt Under Fives Playgroup & Toddlers
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	16 October 2024
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	**Adequate**

For further information on ratings, please see the end of this report

Summary

Children are happy and enjoy themselves at this setting because they are respected and busy with a range of activities. They can make suitable choices and their interests are valued. Children feel safe, are learning to be independent and interact well.

Staff understand and implement the setting's policies and procedures to keep children safe and healthy. They are warm and caring and provide positive interactions that ensure children feel valued. Staff support children well and provide interesting activities for them.

The environment is safe and set out with plenty of activities and areas of play and learning to develop children's skills. The indoor and outdoor spaces are suitable for children. There are plenty of toys and games, which are in good condition, and assist with children's development.

People who run the setting are working positively to develop an effective setting. However, there are some areas which require improvement. They ensure that policies and regulation documents are in place. People who run the setting support the staff appropriately and have positive relationships with parents.

Well-being — Good

Children have a clear voice at the setting. They can make requests, choose where to play and follow their own interests. For example, one child took a stick and some ribbon to a staff member and they made a little ribbon stick which the child excitedly swished around the room. Children can choose whether to join in with suggested activities or follow their own interests.

Children are confident and settle well at the setting. Unsettled children are given reassurance and support until they relax. Older children arrive happily and settle quickly, putting their coats and bags away. Children greet each other warmly and some children excitedly welcome staff into the setting. Children show delight in their play as they know staff will value their contributions. For instance, a child was happily washing the cars in the water, and they requested more bubbles from the staff, which the staff immediately responded to positively. Children know the routine and therefore settle and quickly engage in their play.

Children have developed positive relationships with those around them. They follow the rules of the setting and remind other children of rules. For example, while playing one of the games, one child reminded another to not turn the cards over too early. Children are developing friendships and share resources and play with each other. For instance, one of the older children came in and joined some of the younger children on the sofas, discussing what they could see through the window.

Children thoroughly enjoy their play and learning. For example, some children sang to themselves while stamping shapes onto paper with paint. Children are engaged in their play and concentrate for an age-appropriate amount of time. They take part in activities resulting in a good feeling of achievement and high self-esteem. They are eager to show or talk about what they have been doing. Children have many opportunities to follow their interests. For instance, when children arrive at the setting they can choose where and what to play with or explore the resources and activities set out by staff.

Children develop and learn well at the setting. They have good opportunities to explore toys and resources and use them in their play. For instance, one child found an egg carton and chose to paint it in a variety of colours. Children experience interesting age and developmentally appropriate opportunities that promote their all-round development and enable them to confidently follow their own interests. Children have some appropriate opportunities to develop their independence skills. For example, when eating food or during toileting.

Care and Development — Good

Staff work well to keep children safe and healthy. Staff speak to each other throughout the session, to ensure safety is promoted. For example, at the beginning of the morning session and at the beginning of the afternoon session, staff will tell each other how many children are in attendance. They regularly remind children about keeping safe. They offer a range of healthy snacks, food and drinks to the children during their time at the setting. Staff have a clear understanding of their responsibilities to safeguard children and confidently explained the procedures they would follow if they had any concerns. Staff follow appropriate hygiene processes and have good cleaning procedures in place. Staff keep clear records of accidents, incidents and the administration of medicine.

Staff manage interactions well. They use positive behaviour management techniques effectively when needed. For instance, when children started disagreeing over bean bags, staff reminded them about sharing and pointed out that there were other bean bags available for them to use. Staff react to children's individual needs and show understanding towards younger children who need extra support when dealing with their emotions. Staff are good role models, showing care and genuine interest in the children.

Staff are aware of children's individual needs and development. They know the children well and react effectively to their needs. For example, staff know that some children need more reassurance than others while settling at the beginning of the day. Staff offer a range of beneficial activities to develop children's skills and knowledge. They support children's play and learning and follow their interests. For instance, one child began washing cars at the water tray and wanted to add more toys. Staff supported their choice but discussed which cars would be most appropriate to put into the water due to their material. Staff observe, record and plan for children's next steps very effectively. They offer some opportunities for children to develop their independence skills.

Environment — Good

People who run the setting ensure that the environment is generally safe, secure and well maintained. They organise regular cleaning routines that reflect good hygiene practices. Their thorough infection control practices minimise any risks to children's health and safety. People who run the setting complete satisfactory risk assessments. For instance, there are risk assessments for fire risks, school grounds and general areas. They have appropriate insurances in place and carry out daily visual risk assessments. The have verbal confirmation from the school about all other safety checks. However, they did not have the appropriate certification available for inspection. People who run the setting carry out regular fire drills to ensure that children are staff are aware of what to do in an emergency.

People who run the setting ensure the children have good play space to move freely and explore. They have room to play at tables, on the floor, in trays or can relax and have quiet times. Children can access a variety of areas which extend and challenge their play both indoors and outdoors. People who run the setting ensure that any outdoor play space and the school hall is regularly used. There are displays of children's work and pictures of community activities which develop a sense of belonging.

People who run the setting ensure that children can access a broad variety of good quality furniture, toys and equipment. For example, there are low level chairs, tables and storage to encourage children's independence. They ensure that there is age-appropriate resources; both indoors and outdoors, to stimulate the children's interest and imagination. For instance, they have resources which allow children to explore and develop their language, curiosity, creative and digital skills. There is a range of outdoor play areas which are well maintained and present interesting opportunities for the children including a forest school area.

Leadership and Management — Adequate

People who run the setting work positively to maintain and develop their service. They have an appropriate statement of purpose which reflects the service provided. There are a range of adequate policies which are regularly reviewed. People who run the setting keep regulatory information about the children in their care including information forms, contracts, permissions and key information. People who run the setting complete notification to Care Inspectorate Wales (CIW) about changes to the statement of purpose or incidents at the setting. However, they have not informed CIW about changes to staff working at the setting. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

People who run the setting review the quality of care annually. They seek the suggestions of children, their parents/carers, staff and other interested partners. They produce an appropriate quality of care report which highlights what they do well and where they want to improve. People who run the setting also create a separate self-evaluation document which looks at the impact and progress on learning and next steps for the setting. People who run the setting have good processes when dealing with any complaints, they follow their policy and respond promptly and fully.

People who run the setting follow a safe recruitment process to safeguard children. They have satisfactory systems in place to update suitability checks as required. The performance management process is satisfactory and encourages staff to attend mandatory and other training. For example, staff have attended training including planning in the moment, the importance of play schemas and loose parts. However, people who run the setting do not undertake regular supervision and appraisals. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Since the inspection visit, the setting has confirmed that they have begun the process to ensure these are carried out regularly. Staff told us they are happy at the service, management is supportive, and they have opportunities to discuss issues or training. People who run the setting ensure they record when children are in their care and that staffing ratios are met and often exceeded.

People who run the setting have positive relationships with parents and other partners. They have appropriate communication and engagement systems with parents. They keep them informed via messages and verbal discussions. Parents told us that they are happy with the service, their children love attending and they know their children are well supported and cared for.

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
29	Ensure all staff receive regular supervision and	New

	appraisal.	
31	Ensure that Care Inspectorate Wales are informed of changes to staffing within the required timescales.	New
	Regulation 16 Quality of Care Report	Achieved
	Regulation 31 - Notifying CSSIW of significant events	Achieved
	Regulation 28- staff files had only one reference.	Achieved
	Regulation 15- Statement of Purpose not up to date.	Achieved

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 24 - Safety	Ensure all evidence of safety checks are available for inspection.

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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