Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Sageston Community Primary School Playgroup

Sageston Cp School
Bird's Lane Sageston
Tenby
SA70 8SH



Date Inspection Completed

10/07/2023

About Sageston Community Primary School Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Sageston Community Primary School Playgroup
Registered places	18
Language of the service	English
Previous Care Inspectorate Wales inspection	11 December 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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.

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Well-being	**Good**
Care and Development	**Good**
Environment	**Adequate**
Leadership and Management	**Adequate**

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

Summary

Children are happy, settled and enjoy their time at Sageston Community Primary School Playgroup. They are familiar with the routines and confidently explore their environment and resources around them. Children enjoy a range of activities and experiences and have opportunities to develop their independence skills.

Staff work effectively to keep children safe and healthy. They interact with children consistently, regularly promoting positive behaviour and are always good role models. Staff know their children well and ensure they support their individual needs.

Children can access a safe and secure environment. People who run the setting carry out regular safety checks and ensure that there is good indoor play space for children to use. Toys and resources are stored at low levels and there are different areas for children to explore.

People who run the setting work positively to develop the playgroup. They review their setting annually and ensure that they have nearly all documents and records in place. People who run the setting employ suitably qualified and experienced staff. However, they need to ensure that appraisals and supervisions are carried out consistently. They have developed positive relationships with parents.

Well-being Good

Children have a clear voice at the setting. They can choose where they want to play and can follow their own interests. Their choices are supported by the adults around them, giving them a feeling of confidence. For instance, during circle time, one child did not wish to participate, and they were allowed to leave the group to help with snack preparation.

Most children cope well with separation from their parents/carers and feel safe because they are well supported during daily transitions from the home to the setting. They eagerly make their way into the setting. Children are very content and express enjoyment. They are familiar with the routine at the setting which gives them a sense of security. For instance, older children arrived at the setting, placed their bags down and went to wash their hands before sitting on the carpet.

Almost all children interact and co-operate well with their peers and adults around them. For example, one child enthusiastically encouraged their friends to come and place their names on the register at the start of the session. Interactions between children and adults are consistently good and children co-operate very well for their age and stage of development. For instance, two children played happily with the garage, sending cars down the ramp, and sharing resources.

Children are enthusiastic and interested in their play and learning. Children are engaged in activities for an age-appropriate amount of time and confidently follow their own interests. For example, one child used the wooden blocks to make a cake and candle, singing happy birthday to himself before ‘blowing out’ the candle and doing it again. Children can explore their environment safely. They enjoy a good range of interesting opportunities indoors and outdoors and can choose to relax and have quiet times. Children confidently explore the resources available to them and enjoy using them as part of their play. For example, one child took food from the home area to have a ‘picnic’ over in the reading area, sharing them with other children and adults.

Most children have a good variety of experiences, including freely chosen, unstructured and self-directed play that enables them to gain a good range of skills, be independent, participate, follow interests, and promote their all-round development. They take part in activities resulting in a good feeling of achievement and high self-esteem. Children are eager to show or talk about what they have been doing. For instance, one child, was asked during snack to put their waste into the recycling bin, they came back saw another piece of waste and said, “*that’s also recycling*” and put it into the correct bin. Children have some opportunities to develop their independence skills. For example, they are encouraged to dress themselves in their all-weather clothes to go outside. Children told us that the playgroup is the best thing, and they love playing with their friends.

Care and Development — Good

Staff keep children safe and healthy and supervise children effectively. They record the attendance of children and staff including the times they arrive and depart. Staff implement robust cleaning and thorough hygiene practices. For example, in relation to food hygiene, nappy changing and encouraging children's hygiene practice. All staff spoken to demonstrated a thorough understanding of their responsibilities to protect children. They are confident in answering safeguarding scenarios and have a good knowledge of safeguarding procedures. There are suitable systems in place to manage and record accidents, incidents, and the administration of medication. Staff have completed all records seen and consistently ensure that they and parents sign them. Nearly all staff have suitable first aid training and a well-stocked first aid kit is available. Staff ensure children can spend time outside every day and are appropriately dressed for wet weather.

Staff interact with children in a positive way. There is a suitable behaviour management policy in place which staff follow. Staff deal with unwanted behaviour effectively. For example, when two children were disagreeing with each other, a staff member intervened and reminded the children of their rules of kind hands, feet, and words. They check the children's understanding and consistent reminders ensure that expectations are met. Staff allow the children time to reflect and apologise to each other when appropriate. Staff have a good understanding and knowledge of child development and how this affects children's behaviour. They always act as good role models. They build positive relationships with children and offer encouragement and praise. For instance, the staff individually praised all the children when they contributed during circle time and staff allowed each child enough time to respond and share their thoughts. Staff ensure that whole group instructions are said in both English and Welsh.

Staff are aware of the children's individual needs and development, gauging the pace of the adult-led activities well. Staff encourage children to be actively involved and use some basic sign language when communicating with all the children on the carpet. They plan well for the next steps and regularly review progress. However, they don't review the progress of all children consistently. Staff have successfully completed relevant courses, specifically to support additional needs within the setting and have started to implement these strategies in class. For example, with the use of a visual timetable during circle time.

Environment — Adequate

People who run the setting ensure that the environment is safe, secure, and well maintained indoors and outdoors. They complete a range of appropriate risk assessments, which are regularly reviewed and acted upon. For instance, the setting has risk assessments which include outings, activities as well as the resources in the outdoor area. There is a regular programme of maintenance carried out and copies of nearly all safety check reports are in place. People who run the setting organise appropriate cleaning routines that reflect good hygiene practices. Their infection control practices minimise any risks to children's health and safety.

People who run the setting ensure the environment has good indoor play space for children to move freely. Children move confidently around the large, main playroom, playing on the tiled floor, carpeted area as well as at tabletops. Children can explore a variety of resources and toys stored at low levels. This encourages the children's independence. People who run the setting have developed the outdoor area. They ensure that any outdoor play space is used as often as possible. They extend children's knowledge and development in the outdoors by offering a range of activities and challenges.

People who run the setting ensure that nearly all children can access good quality and a broad variety of age-appropriate furniture, toys, and equipment both indoors and outdoors. For instance, small world, sensory, books and construction toys. There are sufficient resources to keep the children's interest. This includes resources for language, creative, numeracy, discovery, musical and physical development. People who run the setting ensure that furniture and equipment are suited to the age and stage of the children in their care and support children's independence. For example, there are low level toilets and sinks as well as potties for children to toilet independently. However, on the day of the inspection visit, the nappy changing process did not adequately ensure that children's privacy was respected. Since the inspection visit, the people who run the setting have reviewed and adapted their nappy changing process and now ensure that children's privacy and dignity is always respected.

Leadership and Management — Adequate

People who run the setting are open, sincere and have a developing vision for the setting. They have a purposeful statement of purpose which reflects nearly all the service provided. However, some details are out of date. People who run the setting keep all regulatory information about the children including contracts, personal details, and permissions. They have a wide range of policies in place, which they ensure are generally implemented in practice and are reviewed regularly. However, the policies do not fully reflect the setting. For example, the safeguarding policy does not explain what to do if there was an allegation against the person in charge who is also a responsible individual. They keep Care Inspectorate Wales updated about changes to staffing at the setting.

People who run the setting review the quality of care annually. They seek and implement the suggestions of children, their parents/carers, staff members and professional visitors. They produce a document, sharing the responses to the review as well as a separate action plan which is updated regularly to show what they want to achieve, it is dated and highlights when it has been achieved. The committee discuss the action plan.

People who run the setting employ suitably qualified staff. They follow a safe recruitment process and carry out nearly all pre-employment checks on all staff. However, not all evidence of this was included in the inspected staff files. Since the inspection visit, the people who run the setting have confirmed that all missing documentation is in place. The performance management process is appropriate and encourages staff to attend a range of training. For example, some staff have attended emotional literacy training, fire safety training, Autism Spectrum Disorder (ASD) Wales training as well as a wide range of others. There is a culture of continuous professional development which is modelled by leaders. Evidence was seen of appropriate supervision and annual appraisals for most staff. However, this is not completed consistently for all staff. 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 ensure that staff are deployed to meet staffing ratios. Staff said that they feel supported by management, they always have time to speak, and they love working at the setting.

People who run the setting keep parents informed through Class Dojo to communicate information, photographs of activities and events. Parents told us they are very happy with the service, their children love going to the play group, and they get lots of information about their child. Staff recognise when children may have additional needs. They take appropriate action in a timely manner and make good use of the support services. For example, external agencies and specialised experts have been contacted and evidence was seen of reports, communication, and guidance to support identified children. The setting has developed a very close relationship with the school and works alongside them to ensure a calm, easy transition to education from 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

29	Ensure all staff receive regular supervision and appraisal.	New
30	This is because there were not accurate records of the hours that staff were caring for the children attending the playgroup.	Achieved
28	This is because full recruitment information and documentation was not available for one person who was caring for the children.	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 7 - Opportunities for play and learning	Ensure that children's development records are consistently completed for all 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)
Ensure that the policies reflect the setting's specific procedures.

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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