Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Georgie Porgies (Rhyd Y Fro)

Rhydyfro Primary School
Waun Penlan, Rhyd Y Fro
Pontardawe
Swansea
SA8 3BB



Date Inspection Completed

26/10/2022

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About Georgie Porgies (Rhyd Y Fro)

Type of care provided	Children's Day Care Full Day Care
Registered Person	Gemma Williams Caralyn George
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	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.

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 confident, happy and enjoy their time at Georgie Porgies. They have a strong sense of belonging and are developing positive relationships and friendships. Children have good choices, and their independence skills are developing appropriately.

Staff understand and implement policies and procedures to keep children safe. They are kind towards children, providing positive interactions to ensure children feel valued and happy. Staff thoroughly know the children's likes and dislikes and meet children's needs well.

There are a range of policies and risk assessments in place which are successfully implemented thus ensuring the environment is clean, safe, and well maintained. There is a good range of resources that motivate and promote curiosity.

People running the setting are organised and manage the setting well. They strive to develop the provision and are committed to ongoing improvements. They successfully embed their policies in the running of the setting. There are three recommendations at the end of this report.

Well-being Good

Children have a strong voice at this setting and have a good choice of play opportunities and resources. Children move freely from one activity to another and are asked what they would like to do next. They feel comfortable and confident to tell staff what they want. For instance, some children didn't want help when sharing play doh equipment, preferring to sort it out themselves. Children are curious and happy to approach us to ask questions, chat and involve us in their play. We were, for example, asked to speak with Father Christmas on the telephone by one child. Children confidently direct staff and tell them to, *'come and play!'*

Children are settled and cope well with separation. They have formed positive bonds of attachment with staff. Children who are unsettled receive support and reassurance. They express enthusiasm and enjoyment, we saw them smile, laugh, dance, and positively engage with their friends and staff. Children happily play alongside each other and together. Clear friendships and bonds of affection are forming. For example, one child asked their friend to come and play, affectionately rubbing her friend's back while she deliberated. Children have a strong sense of belonging and are very familiar with routines, at circle time and teeth brushing time for instance.

Children are enthusiastic and interested in their play and learning. They enjoy a good range of interesting opportunities indoors and outdoors that promote their all-round development. We saw children enthusiastically participate in a number of engaging tabletop activities and actively join in with action songs in Welsh and English during circle time. Children have opportunities to follow their own instincts, ideas, and interests. We saw children involved in imaginative play, role playing conversations on a telephone with staff playing along.

Children have good opportunities to develop their independence skills. They help with tidying up chores and choose which activities they would like to take part in. They decide to wash their hands after activities and before snack times and some children encourage others to wash their hands too. During snack times children sit patiently, chatting to their friends and staff and waiting for their turn to serve themselves food. They choose the food they would like and carefully use tongs to place their food onto their plates. Children are given a choice of drinks and enthusiastically help with pouring. Reassurances are given when spillages occur.

Care and Development — Good

Staff understand and implement policies and procedures to promote healthy lifestyles, personal safety, and wellbeing. Staff have a thorough understanding of their responsibilities to protect children, confidently answering safeguarding scenario questions. They are aware of allergies. However, need to ensure that allergy information, along with signs and symptoms, are displayed in an accessible area for staff. Appropriate accident and incident records are in place. However, at present they are not recorded separately making it difficult to identify trends and patterns. Staff implement robust hygiene practices and follow nappy changing practices appropriately.

Staff display understanding of the behaviour management policy and consistently implement positive behaviour management strategies. They use gentle tones and positive reinforcement with the children. We heard staff saying, *"well done"* and high-fiving children who had helped to clean up a mess. They promote positive behaviours with children. For example, when two children found it difficult to share a favoured toy, staff respond promptly, distracting the children who recovered quickly from the falling out. Staff have a strong understanding and knowledge of the children's development, which reflects on how they manage children's behaviour. Staff are consistently responsive; they genuinely listen, chatting and laughing alongside children and respect their views. For instance, we heard staff asking a child about their recent holiday, the staff member engaged genuinely and ensured she was at the child's level for the duration of the conversation. Interactions are very positive, demonstrating warmth and kindness. They know the children well and have extensive knowledge of their needs. Staff quickly move forward to comfort and reassure children who are unsettled when they arrive at the setting. Thus ensuring that children settle quickly and that transitions are easy and supported.

Most staff are committed to providing a range of play and learning activities. We saw staff supporting and extending children's understanding in their play and learning. For example, during a tabletop activity staff asked open questions to extend conversation. Staff support and provide for children with additional needs and show awareness of the need to provide a flexible environment and routine for children with such requirements. Staff are observant and record children's progress, tracking personal development. Staff engage with children when planning activities and provide children with opportunities to feed into the process. Staff often use incidental Welsh during the day. For example, we heard songs and praise given in Welsh. Parents of children who use the setting told us, *"I feel happy leaving (my child) there as I know they are safe and looked after. They have lots of fun and I enjoy seeing photos of them participating in various activities each day."*

Environment — Good

People who run the setting have comprehensive policies in place and ensure that the environment is suitably safe, secure, and well maintained. Staff complete effective and accurate general risk assessments, which are regularly reviewed, and any identified hazards are swiftly addressed. The setting is clean, tidy, well maintained and very welcoming. The premises both inside and outside are secure and visitors to the setting are appropriately recorded. People who run the setting ensure they carry out an appropriate number of emergency fire drills.

People who run the setting make certain the environment has very good indoor play space for children to move freely. They ensure the environment meets most of the children's needs and enables them to reach their full potential. The spacious playroom is divided into areas which children are free to explore and a quiet reading nook provides a quiet space for children who wish to relax and enjoy a book. The children benefit from colourful displays which promote literacy and numeracy skills. People who run the setting see to it that the outdoor play space is used often. During our visits to the setting the poor weather conditions made it difficult to see the full potential of the outside environment as a tool to extend learning. However, it was clear that the woodland area; in particular, has the potential to promote exploration and curiosity and staff told us how this area is used for activities such as circle time and imaginative play in better weather.

People who run the setting provide a wide range of good quality, developmentally appropriate play and learning resources, in sufficient quantity, to ensure children have good variety and choice. They provide stimulating resources for all stages of development and show an understanding of the new curriculum. For example, in providing innovative 'loose parts' play resources which the children enthusiastically explored. Children can access toys and resources easily, as they are set up at low level or within their reach.

Leadership and Management — Good

People who run the setting work closely with all staff to provide a well-run service, and they are mostly aware of their roles and responsibilities. They regularly review and update the setting's policies and ensure staff implement these in practice. People who run the setting maintain and share an effective statement of purpose. At the time of inspection, the statement of purpose did not accurately reflect all aspects of the service. For example, the opening times of the setting. This has been swiftly updated during the course of this inspection and is now an accurate reflection of the service provided.

There are strong procedures in place for self-evaluation of the service. The quality-of-care review is a purposeful and thorough document which clearly identifies priorities for improvement. Increased engagement with stakeholders is one such identified priority along with including children's views and opinions in the evaluative process.

The people who run the setting implement safe recruitment procedures to safeguard children. They have carried out additional training in this area to ensure a robust recruitment procedure is in place and staff files reflect this. People who run the setting carry out regular appraisals and staff reviews providing support and an opportunity to check in. They ensure staff receive training and keep them up to date with new initiatives to further their professional development, which ensures the service continues to improve.

People who run the setting have developed meaningful and positive relationships with parents and carers. There are effective systems in place to keep parents well informed about their child's time at the setting. Thorough verbal handovers are exchanged between staff and parents at the start and end of sessions. This is a real strength of the service. Parents we spoke to on the day of our visit were extremely positive about the setting highlighting good communication and a supportive settling in period as particular strengths. The people who run the setting have positive relationships with a range of professionals and other stakeholders.

Recommendations to meet with the National Minimum Standards

R1. Ensure that the statement of purpose is updated in a timely manner to reflect any changes.

R2. Clearly display allergy information including information relating to signs and symptoms.

R3. Modify record keeping in relation to accidents and incidents to provide a clear overview and possible emerging patterns.

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

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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