Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Hafod y Wern Playgroup

Hafod y Wern School
Deva Way
Wrexham
LL13 9HD



Date Inspection Completed

07/07/2021

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About Hafod y Wern Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Caia Park Partnership Ltd
Registered places	56
Language of the service	English
Previous Care Inspectorate Wales inspection	10/10/2019
Is this a Flying Start service?	es
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. It is however working towards this by using Welsh with the children.

Well-being	**No Rating Required**
Care and Development	**No Rating Required**
Environment	**No Rating Required**
Leadership and Management	**No Rating Required**

Summary

“This is an inspection undertaken during the Covid 19 pandemic, therefore we have focused on the priority areas for this setting and not the full quality framework.”

Children are listened to and what they have to say is respected. They feel safe and confidently play alongside each other. They are learning how to interact and enjoy their play and learning. Children are beginning to do things for themselves and have opportunities to develop different skills.

Staff keep children safe and healthy. They manage interactions well and provide children with nurturing care. Staff promote children’s play, learning and development and meet their individual needs effectively. Staff plan different activities suiting the children’s ages and stages of development and they know the children well.

People who run the service provide a suitable environment for children’s play and learning. They ensure children are well cared for in a supportive and comfortable environment, which considers children interests and their individual needs well.

People who run the service have procedures to keep children safe and secure and staff spoken to understand and follow the service’s safety procedures. People who run the service offer staff support in their roles and are committed to improving practices for children’s benefit. There are strong partnerships with parents, reflecting how pleased parents are with the service. An effective transition and good working relationship with the school, ensures children are happy and settle quickly when they move on.

Well-being No Rating Required

Children readily choose what they want to play with and enjoy exploring. Some ask for a story to be read to them outside and sit alongside staff to listen. Children decide where they want to sit to listen to a story and sing songs and staff respect their choices, showing children have a voice and are listened to.

Children feel secure and comfortably sit or play alongside their friends and staff. All are excited to go and play outdoors, playing happily in the fresh air. Children confidently approach us to show us what they are doing and take our hand to show us the caterpillars excitingly saying they will turn into moths. They have highly positive relationships with staff whom they readily go to for support and reassurance or to proudly show their achievements.

Children interact well for their ages and, for example, they make up games together taking turns to push prams and ride bikes. They are kind to each other sharing a wooden house and slide. Children listen to instruction well and when asked, wash their hands before eating. They are happy and busy and say how much they enjoy coming to play with their friends.

Children are active and learn through play. There are plenty of smiles and laughter when they play outdoors. They pretend they are in a house and run excitedly to get a member of staff to join in. The children pedal bikes and scooters and carefully look at caterpillars and other creatures in their garden.

Children are developing well and feel at home with the daily routine. They fetch their bags to go home and sit together outdoors, giggling as they make up an imaginary game. Their language is developing well through the many conversations they have with each other and staff. Children are learning how to speak basic Welsh through simple words and phrases and singing songs together.

Care and Development — No Rating Required

Staff have attended courses and follow policies relating to safeguarding children well. They know what to do if they have concerns about a child. Staff allow plenty of time to speak to parents at the end of the session in order to continue to meet the children's individual needs. Staff ensure children wash their hands, reminding them gently after they had been to the bathroom. Staff have a good understanding of a healthy diet and provide nutritious snacks for the children. Staff ensure children's records are fully completed including children's health needs. A register detailed attendance and accidents and minor injuries to the children were noted and brought to parents' attention.

Staff are aware of the importance of always using positive behaviour management strategies and supporting children according to their individual needs. Staff were calm and gentle with the children. They used quiet voices and made sure all the children understood. Staff speak to children sensitively and remind them of simple rules such as to be careful when they were choosing a place to sit down next to their friends to listen to a story. Staff used lots of praise and encouragement with the children which was very effective.

Staff support children to make progress well, they know the children and are able to provide a good level of care for them. Staff knew instinctively when to stand back and allow children to play on their own and when to guide and support. Staff plan interesting activities suitable for the children which include skills or outcomes to help children progress. Staff assess the children and complete on going progress records through a balance of child led and adult led activities. Staff provide good opportunities for children to develop their skills at their own pace such as balancing and climbing. They promote children's play, learning and development and meet their individual needs effectively often joining in games and even taking turns going down a slide with them much to the excitement of the children.

Environment — No Rating Required

People who run the service ensure the environment is safe for the children for example the main door and gate are locked making the premises safe from unauthorised access. Risk assessments effectively identify any potential hazards and keep children safe. People who run the service ensure staff understand their role and responsibilities and they supervise children well during activities. The premises were clean and resources washed as appropriate to ensure a good level of cleanliness. The outdoor play area and garden were secure and children go out every day to play. Regular fire drills are carried out and recorded which show staff are aware of how to keep the children safe.

People who run the service provide a suitable environment for children's play and learning. They ensure children are well cared for in a supportive and comfortable environment, which considers children interests and their individual needs. A good range of resources is accessible allowing children to develop their own play by selecting their own toys and equipment. The room and outdoors were divided into learning areas with a range of play items, mostly natural, which the children enjoyed playing with and found interesting.

People who run the service ensure children have access to a range of resources and equipment which are of good quality, natural and recycled which suit the children's ages and stages of development, giving them good opportunities to work with different resources. Suitable tables and chairs enable everyone to sit together to eat snack or work with table top activities indoors.

Leadership and Management — No Rating Required

People who run the service manage the setting well and promote good outcomes for children. The service's statement of purpose provides parents with detailed information they need in order to decide whether the service will meet their and their child's needs. The policies and procedures for the service are followed effectively, making sure the setting has a safe and inclusive atmosphere for all.

People who run the setting are improving the service they provide. They know their service well and have plans for the setting to give more opportunities for the children to develop their curiosity and play. A quality of care review has been completed and they effectively recognise strengths and areas to develop and make positive changes which benefit children and improve outcomes for them.

People who run the service ensure staff have clear roles and responsibilities. They ensure all staff files contain the correct information including a DBS check. Regular meetings identify issues and any training needs effectively. Staff told us they enjoyed working in the service and they knew who to go to if they needed guidance.

People who run the service have developed effective partnerships which benefit the children. They maintain good lines of communication with parents and work successfully with them to meet children's needs and ongoing development. Parents have plenty of time for unhurried feedback and discussion about their child's day when they come to collect the children or drop them off. Parents told us they are pleased with the service they have chosen and about the progress their children make. The service is based next to a school enabling the people who run the service to ensure an easy transition for the children when they move from the service to school, where they settle well and quickly.

Recommendations to meet with the National Minimum Standards

Areas for improvement and action at, or since, the previous inspection. Achieved	
Staff member DBS expired on the day of inspection 10/10/19	Regulation 28 (2) (b) [i]
Quality of care review did not take in to consideration children's and parents views.	Regulation 16 (2) (b) [i]
Staff supervision no longer took place. Last carried out in February 2019. Appraisals should have been carried out 3 months ago for all staff and were not.	Regulation 29 (3) (a)
Leaders had not informed us that the opening hours had changed. They had also not informed us that the service was closed that afternoon due to staff training. We found out upon arrival.	Regulation 31 (1)

Areas for improvement and action at, or since, the previous inspection. Not Achieved	
None	

Areas where priority action is required	
None	

Areas where improvement is required	
None	

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