Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Little Teddy Playgroup

Deighton Primary School
Stockton Way
Tredegar
NP22 3ES



Date Inspection Completed

19/07/2022

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About Little Teddy Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Provider	BUSY FEET (GILFACH) LTD
Registered places	20
Language of the service	English
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

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, settled and enjoy attending the setting. They have fun playing with their friends and form close relationships with staff. They play freely and express themselves positively. They develop well as they follow their interests and confidently explore the environment. Their independence skills are developing by participating in a variety of experiences.

Staff keep children safe and implement successful routines, policies, and procedures. Interactions between staff and children are consistently warm and nurturing. Staff effectively support children's needs. They plan a range of interesting and stimulating activities and keep effective records of children's progress. A recommendation has been made in relation to the monitoring of accidents and incidents.

The premises are safe and secure. The environment is welcoming, spacious, and well organised. Staff follow good infection control procedures to ensure the environment is clean. A good variety of indoor and outdoor toys, resources and experiences promote children's all-round development. A recommendation has been made in relation to fire drills.

Overall, the management of the service is good. They encourage staff to develop in their role and complete additional training. Staff feel supported and enjoy their work. Policies and procedures are comprehensive and robust. Parents are very complimentary and speak highly of staff and the care their children receive.

Well-being Good

Children have many opportunities to make choices and decisions about how they spend their time. For example, we saw older children choosing to use iPads to listen to their favourite songs whilst younger children chose to be outdoors using the range of available resources such as bikes and slides, which they thoroughly enjoyed. They confidently ask for anything they want because they know they are listened to. For example, we heard a younger child say, *"I want a drink please"* and an older child ask, *"Please can I have my toast well done?"* They regularly contribute their ideas to the service through use of questionnaires and a suggestion box.

Children are happy at the setting and feel valued. Upon arrival, they settle quickly into their play and feel comfortable in their surroundings. They have formed strong bonds with staff through a key worker system. They understand routines well, giving them confidence to play and learn. Children feel relaxed and secure. They happily chatted to us with one child saying, *"I like coming here because it's fun."* Children receive frequent praise for their efforts and achievements and their work is on display around the setting, which gives them a sense of belonging.

Children interact well with staff and peers and thrive on interactions with adults. For example, a child approached us and said *"Here you go, here's an ice cream for you, it's a purple one and it's a special flavour"* as they imaginatively pass the pretend ice-cream. During snack time, children sit at tables chatting about their interests and enjoying each other's company. They are kind and considerate to one another. For example, we heard a child ask another, *"Can I sit by you?"* to which the child replied, *"Yes of course."* They are learning to manage their behaviour appropriately and respond well to praise and encouragement provided by staff.

Children are active and curious learners who enjoy opportunities to play and explore. They concentrate on activities for an appropriate amount of time for their age. For example, we observed a group of younger children happily playing in the home role-play corner making food for their tea party. A child says to another *"Grab a chair please and come and join us for tea, we have chocolate milk and sandwiches."* Older children enjoy having access to resources such as iPads, board games and a range of outdoor equipment. They also appreciate the outdoor field attached to the school grounds where they can develop their physical skills.

Children are developing their independence skills well, enabling them to do things for themselves. During snack time they wash their own hands and pour their own drinks, with staff offering support where needed. All children help to tidy up after play and put resources away. We heard one child say *"Watch me now, I'm helping to park all the bikes"* as they

proceed to place them all in a neat row. Older children use the pegs provided to hang their coats and belongings.

Care and Development Good

Staff have a good understanding of how to keep children safe and healthy. They are suitably qualified providing children with valuable care. They receive regular safeguarding training, are confident in their role and follow rigorous safeguarding procedures. There is a thorough safeguarding policy in place and staff are confident in recognising signs and symptoms of abuse, harm, and neglect. Staff keep effective records relating to accidents and incidents which are signed by parents. However, we noted that they do not separate out the accidents and incidents or monitor and evaluate them. This would benefit both staff and children in helping to identify emerging trends and eliminate any possible risks. There are beneficial systems in place to record the safe administration of medication and staff ensure parents are informed. Most staff hold paediatric first aid training, enabling them to deal with minor accidents confidently. The playgroup is taking part in the 'Healthy and Sustainable Pre-School Scheme' designed to promote and protect all aspects of children's health and have recently obtained their gold snack award. Healthy eating is always encouraged, and staff follow clear and agreed procedures to manage any food allergies or individual dietary requirements. Staff promote children's physical well-being successfully through lots of outdoor activities. All staff hold relevant food hygiene training and follow correct cleaning procedures as part of the infection control process to help keep children healthy and safe.

Staff have lovely relationships with the children which is promoted through use of a key worker system. They interact in a kind, caring and patient manner meaning children approach them with ease. For example, we saw a child look to a staff member for support after they had fallen over in the outdoor area. The staff member offered warm interactions and cuddles saying, *"You are such a brave boy."* They act as good role models treating children and each other with dignity and respect. There is a comprehensive behaviour management policy, promoting positive strategies. We saw staff implement this effectively remaining consistent in their approach, using lots of positive language and praise. We heard phrases such as *"Well done, that's amazing"* and *"Good boy, that's beautiful."* Use of a 'rainbow behaviour chart' also helps to reinforce positive behaviour of children which they respond to well.

Staff support children's learning and development effectively. They plan a range of play experiences that appeal to children's interests through topics such as 'The Gruffalo.' They help to support children's learning through child-led and in the moment activities by facilitating to extend children's creative imagination. For example, we heard a member of staff ask questions such as *"How are you going to cook it?"* and *"What ingredients do you need?"* as children prepared their tea party. Staff monitor and track children's progress with regular observations, enabling them to monitor key milestones and plan next steps in learning. They have a good understanding of how to meet the needs of children with

Additional Learning Needs (ALN), setting specific targets as part of their individual development plans. They work well with partners and have recently attended training for the new ALN system in Wales. Staff promote the Welsh language often, using simple words and phrases with children.

Environment — Good

Managers and staff who work at the setting ensure that the environment is clean, safe and secure. Staff ensure only authorised persons have entry to the setting and maintain a log of all visitors. There are a range of risk assessments in place including premises, activities, outings, and fire which are regularly reviewed and updated. Staff complete daily safety checks and keep notes of any action they take to mitigate risk. This helps to support the safe, smooth, and effective running of the setting. Managers ensure routine maintenance checks for the building and appliances are up to date. Registers record the times children arrive and leave the premises and staff sign in and out daily. Staff undertake fire drills with the children, and these are recorded appropriately, however we noted that they are not completed on a regular basis. This would ensure that both staff and children are aware of how to leave the building safely.

The environment provides a welcoming child friendly space. Activities are set out across one main room which is bright and spacious. The indoor environment is organised into well-resourced learning areas that promote children's curiosity and imagination including a sensory area and a well-developed home role-play corner. Furniture is of suitable size and design for the age of the children which supports their independence. There is a stimulating outside area, which enhances children's learning. For example, we saw children experimenting with objects that float and making large bubbles using wands. Managers told us how they have recently developed the outdoor area by implementing an outdoor wooden classroom for children's use and purchasing new plants and resources. Staff follow a rigorous cleaning rota and consistently use the Public Health Wales infection prevention and control audit tool helping to reduce cross infection within the setting. There are a suitable number of children's toilets and nappy changing facilities available. Bathrooms are well stocked with toilet roll, soap, and paper towels to support children's independence and promote an infection free environment.

There is a wide range of good quality resources available which provide meaningful play opportunities and suit the age of the children. Children access the resources freely because they are stored at low level, which promotes independence. For example, indoors, children enjoy having access to construction blocks, musical instruments, craft activities and a variety of fancy dress items from a variety of cultures. In the outdoor area, children enjoy using a variety of equipment such as ride-on toys, slides, water trays and a playhouse and it also hosts wooden seating areas where children can relax. Multi-cultural resources are available and encourage children to have an understanding and awareness of cultures and customs beyond their own lived experience. Staff monitor resources to ensure they are of good quality and relevant to children's learning and regularly rotate toys to provide further choice and variety for children.

Leadership and Management — Good

Overall, the leadership and management of the setting is effective. Managers have a clear vision of the service and are motivated and passionate about on-going improvements. The statement of purpose provides parents with detailed information on how the setting runs. Detailed policies and procedures are in place and are reviewed regularly ensuring that the service operates smoothly on a day-to-day basis. The responsible individual always informs Care Inspectorate Wales of events set out in regulations providing relevant information at the correct times. However, there was some confusion surrounding the types of events that are required to be notified to us in relation to safeguarding. This was discussed with managers as part of the inspection, and a recommendation has been made to strengthen knowledge and understanding of any events that are required to be notified to Welsh Ministers.

Managers plan effectively for improvement. They produce a detailed self-evaluation to reflect on their practice and gather the views of children, staff, and parents to inform the annual quality of care report. They use this information effectively and carefully consider comments or suggestions to identify areas for improvement. For example, parents had stated that they did not feel that they were well informed of their child's progress. We saw evidence that leaders had acted upon this by setting targets for the children to work on at home and discussing progress more regularly with parents.

Managers value their staff and provide thorough inductions to equip them to do their job well. They are supportive and committed to ensuring that the whole workforce implements good working practices. They ensure staff files are of good quality and complete robust recruitment procedures to ensure staff are suitable to work with children. A strong culture of continuous professional development exists within the setting and the staff team are very motivated and enjoy their work. The responsible individual undertakes annual appraisals with all staff and records the meetings appropriately. However, staff do not receive individual supervision meetings consistently on a regular basis. This would allow staff time to reflect on their strengths, any concerns and support their professional development more often.

Managers have developed effective partnerships and links with a range of key professionals, partners, and outside agencies to ensure support is available for children. They have positive links with parents and share information daily via verbal feedback and a closed Facebook group. Parents reported a high level of satisfaction with the setting and the care their children receive. Comments from parents included *"They are like one big family at Little Teddys, and they have made an amazing effort with the children to help*

make up for things they have missed out on during the pandemic. They really have gone that extra mile for the children which I really appreciate as a parent."

Recommendations to meet with the National Minimum Standards

R1. Ensure accident and incident records are separated and monitored in order to identify trends and eliminate any possible risks to children.

R2. Ensure fire drills are conducted at least every 6 months.

R3. Ensure staff receive regular supervisions.

R4. Strengthen knowledge and understanding of events that are required to be notified to Welsh Ministers.

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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