Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Jigsaw Pre School Playgroup Ltd

Bryn Deva School
Linden Avenue
Connah`s Quay
CH5 4SN



Date Inspection Completed

06/12/2024

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About Jigsaw Pre School Playgroup Ltd

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Jigsaw Pre School Playgroup Ltd
Registered places	50
Language of the service	English
Previous Care Inspectorate Wales inspection	07 and 08 May 2024
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates 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	**Adequate**

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

Summary

Children are confident communicators as their wants, moods and needs are considered. They cope well with separation because consistent daily transitions recognise and support individual needs. Interactions between children and staff are consistently good and children co-operate well. Children are enthusiastic and interested in their play and learning experiences. They enjoy a good range of interesting opportunities indoors and outdoors and can choose to relax and have quiet times. Children have freedom to safely explore their indoor and outdoor environment and develop their independence skills successfully.

Staff understand and implement policies and procedures to promote healthy lifestyles appropriately. Staff are consistently responsive; they listen and respect children's views and as a result children express themselves well. Their interactions are positive demonstrating warmth and kindness. Staff organise interesting experiences to develop children's play and learning effectively.

Leaders make sure the indoor and outdoor play environments are safe, clean and well maintained. They ensure toys, resources and equipment are of good quality and accessible to children. The outdoor play area has ample equipment and resources to develop children's physical skills well while playing in the fresh air.

Leaders manage the service appropriately. They have built a motivated staff team and positive partnerships with parents and carers. However, improvements are required to meet regulations and standards.

Well-being — Good

Children have good opportunities to make choices and decisions about what affects them. They are confident communicators and express themselves well. They enjoy talking about and showing what they like to play with. For example, a child showed how they practiced their filling and pouring skills in the water tray and commented the water was '*nice and warm'*. Children spoke to staff about making a birthday cake and placed the toy candles onto a wooden cake. A child enthusiastically sang happy birthday. Children make polite requests for more milk or water at snack time, and this is responded to by staff in a timely manner. As a result, children feel valued.

Children are happy and they settle quickly as they are greeted in a friendly manner by staff. They are familiar with the daily routines, for example, they show how they place their personal items on their peg and wash their hands before mealtimes and after using the toilet. Children approach staff with ease, for example, friends asked staff to play musical bells as they sang Jingle Bells enthusiastically. The staff member responded positively and as a result children had fun.

Children interact positively with their friends and those caring for them. They are learning to take turns, share and co-operate well. For instance, children took turns to use the props during circle time, they shared the craft materials to make their Christmas cards and co-operated well to tidy away their toys. Children are learning about kindness. For example, during outdoor play a child helped their friend by giving them a gentle push to get momentum while riding their bike. Older children play well with the younger children, for instance, they patiently showed their younger friend how to fill the re-cycled carboard cylinder with sand.

Children are active and curious learners. They show interest and are fully engaged in their play and learning experiences. For example, children enjoy rolling and cutting the play dough to make seasonal decorations. They confidently sing a variety of their favourite songs in Welsh and English. During outdoor play, children enjoy experimenting with transporting water and sand into the toy cement mixer and turn the handle to mix. Friends have fun climbing to the top deck of the pirate ship and proudly show staff their achievement. Children enjoy developing their natural curiosity, for example, they experimented making marks in the sand with a selection of leaves and twigs.

Children are developing their independence successfully. They enjoy the social occasion of snack time, for example, helping themselves to their choice of cereal and fruit and pouring their own drinks of water or milk. Children follow their interests and direct their own play well. They enjoy having quiet time in the cosy area, choosing to read books or having a story read to them. Children are developing their independence with positive encouragement from staff.

Care and Development — Good

Staff understand their responsibilities in keeping children safe and healthy. They implement policies and procedures suitably to promote healthy lifestyles. For example, staff encourage children to eat healthily, be active and play outdoors in the fresh air. They encourage children to wash their hands, and this helps to develop their personal hygiene practice effectively. They create sociable opportunities for children at mealtimes, but older children are not always provided with appropriate crockery and cutlery, for instance, few children placed their crackers directly on the table. Significant improvements have been made to develop staff's understanding of safeguarding procedures, for instance, staff were knowledgeable and confident in their responses. They have completed mandatory training suitable for the ages of children cared for. Staff complete pre-existing injury forms and these are acknowledged by parents and carers. However, staff are not always writing these records clearly and noting the actions taken. They complete accident and incident records accurately but these are not signed by parents and carers to evidence they are kept informed. Staff implement good cleaning routines before changing a child's nappy, but they are not fully following the current infection control guidance, for instance, staff did not dispose of their gloves before dressing the children to prevent the risk of cross contamination. The staff member noted this and confirmed they would address the matter. Staff conduct fire drills to make sure children know what to do if they have to leave the premises in the event of an emergency.

Staff know children well. They have a warm, friendly, caring approach. They praise children consistently for their efforts and celebrate their achievements. Staff are responsive to children's requests and interests. They have a good understanding of positive behaviour management strategies. They focus on the interests of the child, their individual needs and development. Staff provide sensitive support for children with additional learning needs for example, working in partnership with parents and carers to implement effective strategies to ensure children settle and their play and learning experiences are positive.

Staff collaborate well to build children's confidence. They organise interesting opportunities, which are led by the children's choices. They track children's progress appropriately and draw on these observations to create meaningful play and learning experiences for children. They plan for the next steps in children's development and review progress regularly. Staff provide children with varied and valuable opportunities to learn about the world around them. For example, staff showed photographs of children celebrating festivals by participating in a variety of related craft, music and storytelling activities.

Environment — Good

Leaders provide a safe and clean environment where children can play independently. The environment is secure, and well maintained both indoors and outdoors. Leaders ensure the environment meets children's needs and enables them to reach their full potential.

Leaders make sure risk assessments appropriately identify potential hazards and implement procedures to manage these risks. They implement good cleaning routines, which help to minimise any risks to children's health and safety. Leaders make sure everyone understands their responsibilities in relation to the safety and welfare of children. They ensure clear information is available to everyone about how emergencies are dealt with. Leaders make sure staff supervise children well across all areas of the setting.

Leaders make sure the layout of the play area promotes children's independence, successfully enabling them to access toys and resources with ease. There is a good selection of recycled and natural resources to develop children's sensory, language, numeracy and self-awareness skills. Attractive cosy corners enable children to rest and have some quiet time. There are ample toys, resources and furniture suitable for the ages cared for. Leaders provide resources to promote children's awareness about the world around them. For example, there are dolls, small world figurines showing people from wider cultures and colourful wall displays celebrating Welsh heritage. Leaders have organised a designated area for children to store their personal items and this creates a sense of belonging. They present children's artwork attractively and this shows children their efforts are valued. There is a good variety of books on offer, and these are displayed nicely to invite children to read them.

Leaders ensure the outdoor play area is well organised with a variety of climbing apparatus, resources and equipment to develop children's physical, creative and imaginative skills. Leaders make sure children have some opportunities to learn about the natural world and have organised areas in order for them to plant and grow flowers to develop their nurturing skills.

Leadership and Management — Adequate

Leaders are hardworking and committed in driving improvements to create better outcomes for children. They have built a strong staff team who are dedicated in their role in caring for children. Overall, leaders manage the service appropriately. However, improvements are required to meet with regulations and standards.

Leaders have written a satisfactory statement of purpose with the required information for parents and carers to make an informed decision about the service. Policies and procedures are in place but not all of these have been recently reviewed and updated to include reference to current Welsh legislation and guidance. For example, the healthy eating policy does not contain reference to the Welsh Government food and nutrition guidance for childcare settings. Leaders are notifying Care Inspectorate Wales (CIW) of significant events or changes to the setting. They have submitted the most recent assessment of service to CIW. Leaders have an appropriate understanding of their role and responsibilities to actively promote the Welsh language and culture.

Leaders are in the process of gathering the views from those using the service to inform the next quality of care review report. They submitted their last report in March 2024, and this gives an evaluative account drawing on the comments received by parents and carers. Leaders highlight improvements made and what is being developed. They have not included the comments from children, staff and professional agencies to fully measure the success of the service as part of the processes. The person in charge confirmed this will be addressed in the next quality of care review report.

Leaders manage their staff team effectively. However, they have not gathered all the required information in the staff employment files to ascertain the person's suitability for their role in caring for children. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Leaders make sure the disclosure and barring checks for staff and their mandatory training is up to date. Staff spoken with said they feel supported in their role and enjoy working at the setting. Supervisions and appraisals are conducted but not all one-to-one discussions are recorded formally and undertaken consistently with staff on a regular basis. Staff spoken with said they have opportunities to discuss matters daily as part of a team and are able to approach managers with any issues relating to the setting or their own health and welfare. The responsible individual and person in charge said they provide support for the team and for one another on a daily basis. However, the supervision and appraisal system for the responsible individual and person in charge is not regular or consistent. For example, the person in charge explained they receive formal annual appraisal from an external professional but not regular formal supervision. The responsible individual explained they have not received regular formalised supervision and appraisal. Leaders have not gathered all of the required information in the children's personal records to ensure their individual needs are met.

While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Leaders have built positive partnerships with parents and carers. Parents and carers said they are happy with the setting and staff are '*friendly and approachable'*. Parents and carers said their children '*tell me every day what they have had to eat and they like showing what they have been doing, like singing and dancing'.* Parents and carers said that staff are *'conscientious.'*

The responsible individual and person in charge said they have strong partnerships with the hosting primary school and children cared for at the setting enjoy taking part in some of the school activities such as, watching concert rehearsals or events to raise money for charity. The person in charge explained how they provide support and create better outcomes for children and their families by working together with professional agencies.

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
20	The provider must ensure they follow the settings policies and procedures when dealing with safeguarding incidents.	Achieved

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
28	The responsible individual must ensure all of the required information has been gathered in the staff employment files to ascertain the persons suitability in their role for caring and safeguarding children.	New
30	The responsible individual must ensure all of the required information has been gathered in the children's personal records to ensure staff have the information to meet their individual needs.	New

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 18 - Quality assurance	To take on board and include the views of children, staff and other professionals as well as parents and carers in the quality-of-care review report to highlight what improvements could be made. Make sure this is embedded in practice to fully measure the success of the service as part of these processes
Standard 13 (Day Care) - Suitable Person	To strengthen and formalise supervision and appraisal systems for all staff, including the responsible individual and person in charge so as to encourage reflection about the quality of their practice and raise any safeguarding concerns.
Standard 5 - Records	Improve staff's writing skills in recording pre-existing injuries noting any actions taken and ensure parents and carers acknowledge accidents and incidents to evidence they have been kept informed
Standard 12 - Food and drink	Ensure staff provide all children with appropriate crockery and cutlery during snack time.

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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Date Published 22/01/2025