Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Nursery Rhymes Playgroup

Treharris Community Centre
Perrott Street
Treharris
CF46 5ER



Date Inspection Completed

08/07/2021

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About Nursery Rhymes Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Nursery Rhymes Playgroup
Registered places	20
Language of the service	English
Previous Care Inspectorate Wales inspection	Registration May 14 2019
Is this a Flying Start service?	Yes
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 does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'

Summary

This is an inspection undertaken during the Covid19 pandemic. We have therefore focused on the priority areas for this setting and not the full quality framework.

Children settle well and are happy. They have opportunities to become independent and develop their skills through a range of high quality creative experiences and play. They are able to follow their interests and make decisions about the activities they want to take part in. They access resources independently and make good progress in line with their age and stage of development. Children form close bonds with each other and staff, making them feel safe and secure.

Staff are very well qualified and experienced. They have excellent knowledge of how to keep children safe and healthy. Staff have implemented new policies and procedures in response to Covid19 effectively. They plan a wide range of interesting and stimulating activities and keep detailed records of children's progress.

The environment is clean, organised and welcoming. Resources are stored at low level, enabling children to see what is available to them. Staff complete detailed risk assessments and daily checks, ensuring that the environment is safe and suitable for the age range of the children. The outdoor area is small but well resourced. Children access a large indoor hall, which allows plenty of space for them to be physically active.

Leadership and management of the service is strong. The management team has a clear vision for the service and shares this with staff. Managers support staff well and they have good development opportunities to keep their skills and knowledge up to date. The managers are experienced, listen to staff and involve them in making decisions. There are good policies, procedures and records in place. Parents are very complimentary, and speak highly of the staff and the care their children receive.

Well-being — No Rating Required

Children are confident and make decisions about what they want to play with. They move freely between activities and know that they will receive support if they ask for it. They approach staff confidently because they know they will listen to them. For example, we observed children asking staff to play with them. Children contribute to ideas for activities. We heard children choosing stories and songs during circle time. Because they had chosen them, they were interested and joined in with enthusiasm.

Children are happy and settle well. They cope well with separation from parents because of the strong bonds they have with the people who care for them. Children can see their work displayed and celebrated around the rooms and this helps to develop self-esteem and a sense of belonging. Children develop friendships and praise each other for their efforts. For example, during lunchtime, we heard one child say *“Lovely pouring”.*

Children are resilient and persevere to complete activities. We observed a group of children playing with musical instruments for a prolonged period. Children work well together, sharing resources and taking turns. We observed two children playing a game saying, *“It’s my turn now”*. Children learn to manage their own behaviour and are becoming sensitive to the needs of others. For example, when two children had a slight disagreement, they were encouraged to think about their behaviour and quickly settled back into their game.

Children enjoy their time at the nursery and engage in a wide range of free choice and planned activities that interest them. They understand that they do not have to take part in an activity if they don’t want to. They respond well to praise and gain a sense of achievement from what they do. For example, we heard a child shout out *“I’m a winner”* when they completed a task.

Most children develop independence skills appropriate to their age and ability. They help to clear away after activities and wash their hands with minimal support. Children are independent during lunch times, eating their packed lunches, only asking for help when needed. They pour their own drinks and are proud of themselves when they do it well. One child told a member of staff *“I did it lovely and slowly”.*

Care and Development — No Rating Required

Staff are very knowledgeable about how to keep children safe and healthy. There are rigorous safeguarding procedures in place and staff understand how to identify and report any concerns. They receive regular training and keep up to date with relevant changes. Staff record all information, which relates to children's welfare, appropriately. Parents sign accident and incident records and the people who run the nursery monitor these regularly. All staff have first aid and food hygiene training. They promote healthy eating by offering snacks such as cereals and mackerel mixed with cream cheese, served with breadsticks. Staff told us this is one of the children's favourites. Children eat very well and there is plenty of food available to them. They are able to choose what and how much they eat. Staff are conscientious in monitoring information about allergens and know children's preferences.

Staff manage children's behaviour well and work consistently in line with the behaviour management policy. They are good role models, treating each other and children with respect. They focus on praising positive behaviour with gentle reminders to use 'please' and 'thankyou'. We observed a member of staff dealing with a minor disagreement very well, explaining to child that another child was trying to help. They diffused the situation quickly and the children returned to their game.

Staff provide children with a nurturing and caring atmosphere in which to play and learn. They know the children well and support them in their development. Key workers keep detailed records of progress and plan daily activities to help children achieve their next steps in learning. Staff prepare a one page profile for all children giving a detailed overview of their strengths, likes and dislikes, and how best to support them.

Staff are very effective in meeting the needs of children with additional learning needs. They provide individual support when needed and key workers attend meetings in relation to the children they support. We observed staff using individualised resources such as sensory bags and visual timetables. They use information from other professional such as speech and language therapists to inform their planning and targets for next steps.

Environment — No Rating Required

The environment is safe, secure and welcoming and provides spacious accommodation for children's activities. Staff complete daily safety checks to identify and where possible eliminate any risks to children's safety. Registers record the times children arrive at and leave the premises. Staff supervise children well and the adult to child ratios is usually higher than the required National Minimum Standards. Managers keep records of all visitors to the setting although during the Covid 19 pandemic non-essential visitors do not enter the building. Parents drop off and collect children at the door. Rigorous risk assessments are in place for all areas and all safety checks are up to date. Regular fire evacuation drills are undertaken, ensuring that children and staff know what to do in the event of an emergency.

The premises provides a rich and stimulating environment for children to play and learn. It is well maintained and in good decorative order. Staff display and celebrate children's work and displays are enhanced with key Welsh vocabulary. There are daily cleaning schedules in place, which leaders have increased in response to the Covid-19 pandemic. We observed staff regularly wiping surfaces and resources with antibacterial spray. Toilets are clean and provide children with suitable privacy. The outside play space is very well utilised. It is small but has a good range of resources with ride on toys and areas for role-play and planting. Children have plenty of opportunities to be physically active in the large hall adjoining the playroom. We observed children running freely and playing with balls and on a trampoline. They are able to take suitable risks in a safe environment.

Resources and furniture are suitable for the age range of the children and of good quality. There is an excellent range of resources that appeal to children's interests and promote their development of fine and gross motor skills. They are plentiful and provide children with very good variety and choice. Resources are stored at low level, allowing children to see what is available to them and access them independently.

Leadership and Management — No Rating Required

Leadership of the service is strong. People who run the service are very skilled and experienced. They ensure that the service operates in line with Regulations and National Minimum Standards. A detailed statement of purpose provides an accurate description of what the service can offer, allowing parents to make an informed decision about the suitability for their children. Leaders have a clear vision for the service and share this with staff. They have high expectations of staff and children and support them to do their best. Leaders place children's needs at the centre of the service.

Leaders undertake an annual self-assessment of the service, which takes into account the views of children, parents, staff and outside agencies such as local authority advisory staff. They identify strengths and areas for improvement. The people who run the service work hard to ensure that they deliver high quality care. There is a complaints policy, however leaders confirmed that they have not received any formal complaints in the last year.

Staff are well qualified and managers ensure that the recruitment procedure is robust. Staff files contain all of the required information. There is a very stable and consistent staff team, many of whom have worked at the service for a number of years. Staff reported that they feel well supported by the people who run the service and have very good opportunities to develop their skills and knowledge. All staff have completed the mandatory training in safeguarding, food hygiene and paediatric first aid. They have clear roles and responsibilities and are confident in their roles. Leaders undertake formal supervision and appraisal meetings with all staff.

Leaders have established very strong links with parents and the local community. As a result of the Covid-19 pandemic they have had to suspend visits to local care homes but they have recently developed links with the nearby allotment and ramblers club. This allows children to become involved with the community whilst working safely, outdoors. The service has recently received an award from the High Sheriff of Mid Glamorgan in recognition of 'great and valuable services to the community'. Leaders and staff told us that during the pandemic, many of them have worked within the community, providing and delivering food parcels. Parents we spoke to expressed high levels of satisfaction with the service. They told us that staff are 'superb' and always take time to talk. They commented on the dedication of staff who phoned them when children couldn't attend the service and delivered packs of resources.

Recommendations to meet with the National Minimum Standards

Areas for improvement and action at, or since, the previous inspection. Achieved

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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