Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Whitford Playgroup

Ysgol Y Llan
Whitford
Holywell
CH8 9AN



Date Inspection Completed

28/11/2022

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About Whitford Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Whitford Playgroup
Registered places	25
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] First inspection since registration
Is this a Flying Start service?	Manual Insert]
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 enjoy their time at the setting. They are keen to make decisions about their play and what activities they take part in. Children enjoy their play indoors and outdoors and have fun taking part in activities and show interest in what they are doing. Children separate well from parents and all children were observed to be happy and busy. They like to chat to staff and involve them in their play.

Staff have positive relationships with children; they speak with them in a kind and calm manner and provide comfort and reassurance when children need it. Staff are flexible, thoughtful and treat children with respect. They know the children well and ensure their interests and ideas are considered. Staff know when to intervene and when to stand back to observe the children at play. They join in with the children's games when invited and provide sensitive and nurturing care.

Most toys and resources are stored within easy reach so children can access them independently. People who run the setting have arranged areas, providing children with a range of activities. The provision is flexible and sometimes children can work in a classroom which includes exceptionally interesting resources and activities. Outside there are good opportunities for a variety of play where children have use of the school outdoor areas.

People who run the setting are committed and understand their responsibilities in running the service. They make improvements to ensure the provision meets children's and their families' needs. People who run the setting ensure staff are happy and receive regular training and support to carry out their roles effectively. They share information with parents and there are good partnerships which benefit the children. There are excellent relationships with the school with whom the setting shares resources, outdoor spaces and who are fully supportive of the provision.

Well-being Good

Children like to make decisions and choose how they spend their time. They move around the available activities and play areas freely indoors and outside and follow their own interests. They are happy to chat to staff and involve them in their play.

Children have a sense of security as they are familiar with the routine. Children feel comfortable asking staff for reassurance or comfort when needed. They chat together during play, sharing smiles and laughter as they chase each other and staff around the yard squealing excitedly when someone is ‘caught’.

Children separate well from parents and all children were observed to be happy and busy. Children have formed very strong bonds with both staff in the playgroup and in school. They work exceptionally well in a classroom instead of their usual base in the hall and all are eager to make the most of the resources in an unexpected visit to a new room because of the world cup. They listen well and are happy to help with tasks such as tidying up, working together to put items into baskets and carry them to where they need to be. They have friendships and play well with each other, sharing and taking turns, for example when looking at books. There are very few upsets which are quickly sorted out by the children themselves.

Children enjoy their play and taking part in activities. They concentrate well on tasks and show interest in what they are doing. They make up imaginary games and make ‘cups of tea and pizza’ for staff. They are keen to watch their friends and admire their efforts. They are eager to join in and for others who are older to see what they are doing too, saying ‘Look what I have done with my jingly bells’? And ‘This is tricky.’ Older children who showed interest were immediately included in making a shaker.

Children are developing a range of skills. They like doing things for themselves as they are supported by staff, for example, putting rubbish into a bin. They are encouraged to decide for themselves what activities to take part in and how to complete tasks. They choose from the resources available, all stored within their reach. They are building a range of skills and developing language through playing and lots of conversations with staff and each other.

Care and Development — Good

Staff understand their roles and follow the correct procedures to ensure children are kept safe and healthy. Staff have completed paediatric first aid training. They record any accidents or incidents and ensure these records are signed by parents. Staff also ensure fire drills are practised ensuring children and staff know how to exit the premises quickly and safely in an emergency. These need to include the number of staff present and the time of the drill. Staff promote healthy eating by providing healthy snacks such as fruit with milk or water to drink. They encourage children to wash their hands as and when they need to and follow appropriate hygiene procedures. Children spend plenty of time outdoors.

Staff have positive relationships with children; they speak with them in a kind and calm way and provide reassurance. They give lots of praise for doing well which make the children feel good about themselves. Staff encourage good manners, and calmly and gently remind children to share or be careful. Staff work exceptionally well together. They know when to intervene and when to stand back to observe the children at play. They join in with the children's games and provide sensitive and nurturing care.

Staff encourage children to learn effectively. They ask and answer lots of questions to develop children's thinking skills. Staff know the children well and are familiar with their likes and dislikes. They gather information about the children before they begin attending, helping them to plan for their needs. They are unhurried and take time to speak to parents on drop off or collection to ensure they have the most up to date information about the children. Although staff are using 'planning in the moment' and taking good account of children's ideas, there are no learning outcomes recorded.

Environment — Good

People who run the setting are developing a rich learning environment to enhance children's experiences. The environment is secure, clean, and well maintained, which provides a safe and comfortable place for children to relax and learn. They have identified risks and have taken steps to minimise or eliminate them. People who run the setting ensure staff follow procedures to keep children safe. The indoor and outdoor areas are secure. Visitors sign in and a photograph is taken. The outdoor area has plenty of natural resources and interesting areas. Risk assessments have been carried out.

All areas used by children are spacious and welcoming. People who run the setting have arranged the space into learning areas, providing children with a range of activities. Most toys and resources are stored at low level so children can access them independently. Staff display a few samples of the children's work providing a sense of belonging, but most are taken home such as the reindeer face plate. The provision is flexible and sometimes children can work in a classroom which includes exceptionally interesting resources and activities. Outside there are good opportunities for a variety of play where children have use of the school outdoor areas. They can freely explore and play to develop their imagination and make their own choices about what they want to play with.

People who run the setting provide children with a range of toys and resources which are in good condition and are suited to the ages of the children attending. They include natural and recycled materials which stimulate children's curiosity. The people running the setting raise children's awareness about the world around them and learn about their wider society through toys and games. There are good opportunities for children to practise using their senses through outdoor play and craft activities where they thread jingly bells ready for their Christmas concert.

Leadership and Management — Good

People who run the setting are knowledgeable and experienced in current childcare practice. They ensure plenty of information is given by parents about their child, so this enables a good quality of care to be provided by very professional staff. Parents are happy with the way the service is run. People who run the setting ensure staff are aware of their responsibilities. The statement of purpose contains sufficient information, meaning parents can make an informed decision about whether the setting can meet theirs and their child's needs.

People who run the setting are keen to ensure they are continually developing and improving the service they offer and as a result they regularly seek feedback. Listening to the children is a priority as well as talking to them and during daily observations, for example staff watch which resources children prefer. Following the inspection several changes were made to the provision including more detailed paperwork systems, and confirmation the recommendations have been met. This evidences how quickly people who run the setting act to improve the provision for the children and reflect best practice.

People who run the setting ensure staff receive regular training and support to carry out their roles effectively. All staff members had a current Disclosure and Barring Service (DBS) checks, and a staff file shows safe recruitment checks are in place. Staff work exceptionally well together and are well supported by management.

People who run the setting share information with parents. We saw parents being greeted in a warm and friendly way when they came to collect their children. Handover was unhurried and a useful time to gather information from parents including any changes in children's specific needs, likes and dislikes. There are excellent relationships with the school with whom the setting shares resources and outdoor spaces and are fully supportive of the provision.

Recommendations to meet with the National Minimum Standards

R1 To add more information to the fire drill.

R2 To include outcomes in planning.

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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