Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Carmel Preschool Playgroup

Ysgol Bro Carmel

Carmel Road Carmel

Holywell

CH8 8NU

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

07/12/2022

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About Carmel Preschool Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Carmel Pre School Playgroup and Toddler Group
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] This is the first inspection since re registration
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the 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 listened to and what they have to say is respected. Children make choices and are happy. They feel safe and confidently play alongside each other. They are learning how to interact well, follow simple rules and enjoy their play and learning. Children are beginning to do things for themselves and have good opportunities to develop different skills.

Staff understand their role in keeping children safe and healthy. They ensure children are happy and promote good behaviour. Staff plan different activities; they know the children well and have positive relationships with them. Staff treat children with respect and speak with them in a kind and calm manner and provide reassurance when children need it.

People who run the setting ensure children have a suitable environment and access to a range of resources and equipment, which are of good quality, both natural and recycled. This provides opportunities to work with different materials and ensure children can make decisions about what and where they want to play.

People who run the setting have policies and procedures that all staff implement well. These keep children safe and secure. Staff understand the setting's safety procedures and they have good support in their roles and are committed to improving practices. There is an effective relationship between the people who run the setting and parents, which benefit the children. They make improvements to ensure the service meets children's and their families' needs. There are good partnerships with the school whom they share the hall and outdoor spaces.

Well-being Good

Children like to make decisions and they can choose how they spend their time. They move around the available activities indoors and follow their own interests. They are happy to chat to staff and involve them in their play. Children are confident and choose what they want to play with. Children decide where they want to sit to have their snack and choose what to eat. Staff respect this, showing children make choices and are listened to.

Children are confident and come up to us to chat and to show off how fast and skilfully they can ride their bikes. They want to have a race and encourage us to start the race for them. They have a sense of security as they are familiar with the routine of the setting. They settle to activities quickly and feel comfortable asking staff for reassurance. They chat together during play, as they make calendars showing each other what they are doing.

Children interact well for their ages, for example, they wait behind each other when it is time to go to the bathroom to wash hands before snack or wait at the door for parents. They are kind to each other sharing resources such as blocks with their friends. They have friendships and play well with each other, taking turns, for example pushing each other in sit and ride vehicles and bikes. Children listen to staff and when asked, help to tidy toys away happily. There are very few upsets which are quickly sorted out by other children intervening to try and help.

Children concentrate well on tasks such as Christmas craft and show interest in what they are doing. They enjoy physical play and share ball games. They show us the nativity figurines proudly telling us what each does in the story. They add on extra adventures through their own ideas and are pleased with the outcome when all the figures are returned safely to the stable. They are keen to watch their friends and admire what they are doing often joining in to make changes and suggestions to increase the stability of the blocks when making a garage.

Children are building a range of skills and developing language through chatting to staff and joining in with stories. They like doing things for themselves as they are supported by staff, for example, going to the bathroom. 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.

Care and Development Good

Staff understand their roles and follow the correct procedures to ensure children are kept safe and healthy. They are aware of safeguarding procedures, have completed paediatric first aid training and know who to go to if there were any concerns about a child. They record any accidents or incidents, and most records are signed by parents or else they have been told by a phone call. Staff also ensure fire drills are practised so children and staff know how to exit the premises quickly and safely in an emergency. Staff promote healthy eating by providing nutritious snacks such as fruit with milk or water to drink. They encourage children to wash their hands and follow appropriate hygiene procedures to prevent cross infection. We did not see the children playing outdoors but staff confirmed they offer children plenty of time outside in the yard and the school field.

Staff are engaged in their interactions with children. They support children to manage their behaviour and boost children's self-esteem, giving them lots of praise for doing well. Staff are good role models as they interact well, make time for, and talk with children and value what they say. Staff support children's play and learning and they supervise them well. Staff have positive relationships with children; they speak with them in a kind and calm way and provide reassurance. Staff encourage good manners, and calmly and gently remind children to share or be careful when riding in their vehicles having a race.

Staff encourage children to learn, and they meet children's needs effectively. Staff ask and answer lots of questions to develop children's thinking skills for example 'Do you think you can steer your bike in a straight line?' Staff know the children well and are familiar with their likes and dislikes. They gather information about the children on registration forms before they begin attending, helping them to plan for their individual needs. Although staff are using 'planning in the moment' and taking good account of children's ideas, there are no learning outcomes included.

Environment — Good

People running the setting make sure the environment is secure and no one can access without authorisation. For example, doors are locked, our identity was checked, and we were asked to complete the rigorous checking with the school system. People running the setting ensure the safety of the children and staff follow procedures and complete and implement risk assessments to keep children safe.

All areas used by children are spacious and welcoming. People who run the setting have arranged the smaller room into learning areas, such as role play and small world as well as construction. They provide children with messy play in the school hall which gives children ample space to follow their own interests such as colouring and sticking to make their new year calendars. 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. The school hall offers a large space for children to enjoy physical play with sit and ride on bikes and cars as well as balls. The setting shares resources with the school and children have access to a large field and yard which have plenty of natural resources and interesting areas to play and learn.

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 suitable furniture to work on tables for Christmas craft or the floor on comfortable rugs for small world activities. There are 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 and stories.

Leadership and Management Good

People who run the setting are knowledgeable and experienced in childcare practice. They ensure plenty of information is given by parents about their child. This enables a good quality of care to be provided by professional staff and managers. 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 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 watching which resources children prefer. Following the inspection, we received written confirmation the recommendations have been met. This evidences how quickly people who run the setting act to improve the outcomes for the children and reflect good practice.

The recruitment of staff is good with information held in files. Checks are in place to evidence the staff are suitable to work with children. Appraisals include areas for future development and training. The staff spoken to said they were involved in the running of the service, worked well as a team, each knowing their roles and responsibilities and taking the initiative to guide children appropriately. The outcome is that children enjoy care given by relaxed and enthusiastic staff. The staff speak in a leisurely manner to the parents and carers who collected their children.

Relationships with parents and other professionals are positive and contribute to the well-being of children. People who run the setting have effective communications with parents which reflect how important they consider partnership with the parents to be. Parents can speak with staff about the care of their child when they collect them, and we saw evidence of information detailing children's specific needs. There are close relationships with the school and the teachers, giving children consistency in their care and by sharing outdoor resources provides good outdoor play and learning opportunities for the children.

Recommendations to meet with the National Minimum Standards

R1 To ensure planning includes outcomes for children's learning.

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.

Date Published 30/01/2023