



Inspection Report

North Cornelly Playgroup Association

**Cornelly Integrated Childrens Centre
Greenfield Terrace
North Cornelly
Bridgend
CF33 4LW**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

21/03/2023

About North Cornelly Playgroup Association

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	North Cornelly Playgroup Association
Registered places	28
Language of the service	English
Previous Care Inspectorate Wales inspection	First inspection following registration in 2019
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

This setting is child centred with a good emphasis on children directing their own play and learning. Children are settled and happy. They have opportunities to be independent and develop their skills through a range of play experiences. Children form close bonds with care staff and other children, making them feel safe and secure.

Staff are appropriately qualified. They have a good understanding of how to keep children safe and healthy. Care staff implement basic policies and procedures well. They plan some interesting activities, and organise resources, which stimulate and capture children's imagination and play experiences.

The environment is clean, welcoming, and well organised. People who run this setting ensure the environment is well maintained and generally safe. A good variety of indoor and outdoor toys and resources are available for children.

Leadership and management of the setting is good. Leaders have started to review their policies and procedures and ensure that these are generally implemented in practice and most of the required records are kept. Leaders understand their responsibilities to protect children. Staff recruitment checks comply with regulations. Satisfactory and suitable staff development opportunities are in place and are in the process of being further developed. Partnerships are good.

Well-being

Good

Most children make purposeful choices and access areas of provision confidently. For example, they enjoy choosing the role-play resources in the home corner and exploring some children enjoy playing with large wooden blocks and cooking with the utensils in the home corner. Most children communicate and express their needs and preferences with some using nonverbal clues such as pointing to what they want or at and children have a very strong voice at the service. At snack time, children choose their preferred drinks and foods. They express themselves confidently and feel they are listened to by practitioners. Children who did not wish to participate in a group activity express themselves clearly, and happily select alternative activities.

Most children arrive eagerly at the setting and cope well as they separate from their parents and carers. They form close bonds with practitioners, which has a positive impact on their well-being and motivation. Children who had recently started at the setting have bonded well with practitioners and especially with their allocated key workers to aid the children settling in process. Children have very good relationships with staff and are very tactile and spontaneously seek affection.

When appropriate, they receive gentle comfort and reassurance from practitioners. Children are aware that practitioners will respond effectively to their needs. For example, they approach them when they are hurt or upset and feel immediately comforted by them. Children feel a sense of belonging and smile as they receive praise for showing kindness to a friend or being an excellent helper at tidy up time. Staff praise them by stating well done and “da iawn”.

Most children are enthusiastic and enjoy opportunities to play and learn. They show a keen interest and engage well in most of the experiences available to them. Nearly all children show curiosity and explore a variety of play opportunities.

Most children concentrate for an appropriate amount of time and respond positively to encouragement from practitioners. They listen to instructions well, for example when they join in with music and movement songs during circle time or whilst painting outdoors. Many children feel a sense of achievement and pride when they succeed in activities, such as when one child plays with large wooden blocks and stacks them into a large tower successfully and shouting ecstatically “I did it”!

Overall, most children develop their independence skills effectively with the support of key worker. On arrival they are aided to take responsibility for storing their belongings and hang up their coats and bags. Nearly all children are encouraged complete self-care tasks independently with staff support. For example, they wash their hands at appropriate times and get tissues to wipe their nose, choose their own drink from a choice of water and milk

using prompts and use small knives to cut up their fruit. They also encouraged to help to tidy resources at the end of the session. Children were also encouraged to turn take.

Care and Development

Good

Practitioners communicate extremely well with children and create a calm and relaxed atmosphere. They are very positive role models for children and interact purposefully with them throughout the session. For example, they sit with children during lunch time, modelling good social and communication skills and leading to meaningful discussions during their play and constantly aid and develop children's communication via the use of clear and positive praise. Practitioners implement the setting's policies and procedures effectively overall. In the main they practise good hygiene procedures. For example, they wash their hands regularly and deal with intimate care, such as toileting, appropriately. Nappy changing procedures are in line with current infection control guidance. However, all children were encouraged before and after snack to hand wash in a communal bowl located in the sink next to the rolling snack station which posed as a potential health and safety issue in relation to cross infection and contamination. Practitioners are knowledgeable about their roles and responsibilities in relation to keeping children healthy and support and encourage children to get fresh air and provide healthy snack choices. Practitioners are aware of the procedure to follow in an emergency. They practise regular fire drills with the children to make sure that children know what to do if they must leave the premises in the event of an emergency and they record the outcome. Appropriate Incident and accident recording systems are in place and include sufficient detail and evidence of information sharing with the parents. A monthly accident and incident audit is also completed to aid with the improvement of health, safety and effective risk assessment and first aid training is current and suitable for the ages of children cared for. The safeguarding policy meet requirements and all staff have completed safeguarding training practitioners and have a sufficient understanding and confidence of the setting's safeguarding policy and procedures in relation to any safeguarding issues.

Practitioners share a positive approach to managing children's behaviour and follow the setting's policy effectively. They have developed a successful range of strategies to promote positive behaviour, for example, using distraction and positive reinforcement techniques. They praise children continually for being kind or sharing resources and this has a beneficial impact on children's behaviour and self-esteem. Practitioners share a positive approach to managing children's behaviour and follow the setting's policy effectively. They have developed a successful range of strategies to promote positive behaviour, for example, using distraction and positive reinforcement techniques. They praise children continually for being kind or sharing resources and this has a beneficial impact on children's behaviour and self-esteem. The setting has worked hard to improve procedures to support children with additional learning needs (ALN) such as dealing with staff changes and the intake of new children and this is having a positive impact overall at the setting. For example, practitioners are aware of children's individual preferences and know which children respond to which staff members well as well as implementing individual children's care plans effectively. The setting has worked hard to improve

procedures to support children with additional learning needs (ALN) such as dealing with staff changes and the intake of new children and this is having a positive impact overall at the setting. For example, practitioners are aware of children's individual preferences and know which children respond to which staff members well as well as implementing individual children's care plans effectively.

Practitioners focus well on the interests of the child, their individual needs and development. They work well together to build the children's confidence and resilience. Practitioners provide interesting opportunities for all children, which are led as far as possible by the child's choices and decisions. They use some incidental Welsh at the setting, such as some words of praises, greetings and sing a few Welsh songs. However, at present the use of Welsh language with the children is underdeveloped. Practitioners provide children with varied and valuable opportunities to learn about the world around them. They go on nature walks and walks within the school site and community. Children celebrate different cultures successfully by exploring festivals through using a range of craft materials and stories such as Chinese New Year and St David's Day.

Environment

Good

Leaders ensure that the indoor and outdoor environments are safe and secure. In the main suitable risk assessments are in place, including daily checks. Visitors access the setting after being admitted by a staff member and all visitors sign in and out of the premises. All required safety checks are completed within the required timescales, including fire and electrical tests. The premises are clean, and all practitioners practise effective hygiene procedures. They wipe down tables before serving food and wear appropriate protective clothing. The toilet and nappy changing facilities are appropriate, and practitioners follow guidelines to promote children's privacy and dignity.

The premises are warm and welcoming and provide an effective environment for children to play and learn. The indoor and outdoor environments are used well to promote learning and development. The outdoor area is stimulating and easily accessible, allowing free flow from the indoor environment. This enhances provision to support children's physical development well.

Leaders provide an extensive range of developmentally appropriate toys and resources that engage children well this includes a sensory activity room. All toys and play equipment are clean and well-maintained. The setting uses natural and sustainable materials in children's play effectively. Leaders encourage active learning through activities successfully, such as messy play, that encourages children to experiment and be imaginative. For example, children were seen painting with sponges and blue paint in the outdoor area as well as sticking coloured feathers and other objects onto a spring/Easter based collage. Most resources are stored at a low level so children can access them and make choices independently. There are sufficient play materials to promote cultural awareness and diversity that ensures children gain an appropriate understanding of the world they live in. Furniture and equipment are suitable, appropriate and of good quality. Children are provided with appropriate spaces and areas for quiet times and sleep.

Leadership and Management

Good

Leaders have a good vision for the service that they share with others. They have in place a statement of purpose, which contributes to the running of the setting. Leaders have an adequate knowledge of their regulatory responsibilities. They ensure that they comply with many relevant regulations and the NMS. They regularly review their policies and procedures and ensure that these are generally implemented in practice and the required records are kept and well maintained. Leaders manage the staff team well to include good engagement with CIW and the notification of significant events.

Leaders review the quality of care annually and have produced a comprehensive quality of care report for the service for 2023/24.

Leaders have good processes when dealing with any concerns. Leaders follow a safe recruitment process to safeguard children and have satisfactory systems in place to update suitability checks as required. They implement an effective induction procedure for practitioners. Leaders implement good regular supervision and appraisal systems which aid with staff professional development and individual wellbeing. Leaders support practitioners to attend mandatory training. They ensure that staffing ratios are met in line with regulations.

Leaders ensure that communication and engagement systems with parents are good. Leaders have links with relevant professionals, the community and other stakeholders. For example, they informed us of good relationships with the local authority, school, providing introductory taster session for new prospective children and their families. In addition, leaders work well with healthy preschool leads to promote healthy eating and menus and assist and advise with children's health and eating and are actively involved in the designed to smile programme for dental care. Leaders currently have a good system in place to ensure that when there are concerns about children's progress or development that there are effective procedures and protocols in place for sharing information.

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
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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)
	No NMS Recommendations were identified at this inspection

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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