Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Trelewis Playgroup

Trelewis Community Centre
Mackintosh Terrace Trelewis
Treharris
CF46 6DA



Date Inspection Completed

16/12/2021

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About Trelewis Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Trelewis Playgroup
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	This is the first inspection since the setting was re-registered in March 2020.
Is this a Flying Start service?	The setting offers Flying Start sessions
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 people /children who use, or intend to use their service.

Well-being	**Excellent**
Care and Development	**Excellent**
Environment	**Excellent**
Leadership and Management	**Excellent**

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

Summary

Children have a strong voice and the setting is child centred with an emphasis upon children directing their own play and learning. Children settle very well and are happy to engage with activities and staff. They have numerous opportunities to learn to become independent and develop their skills through an exciting range of quality experiences and play. Children form close bonds with staff and with other children, making them feel safe and secure.

Staff are professional, appropriately qualified and take their responsibilities seriously. They have a very good understanding of how to keep children safe and healthy. Staff have implemented effectively new policies and procedures in response to Covid19. They plan for a wide variety of activities that are interesting and stimulating, and capture children's imagination. Staff keep effective records of children's progress and development.

The environment is clean, welcoming and well organised. Staff follow procedures to ensure the environment is safe and suitable, reviewing risk assessments and completing daily checks. An excellent variety of indoor and outdoor toys, resources and experiences promote children's all round development.

The leadership and management of the setting is strong. The people who run the setting are experienced and knowledgeable in the childcare field. They maintain effective policies, procedures and records. They listen to children, parents and staff, involving them in decision-making. They delegate responsibility to staff for specific areas, according to their skill set, allowing staff to contribute meaningfully to the setting. Staff feel very well supported and enjoy their role very much.

Well-being Excellent

Children have a strong voice at the service. They are able to frequently express their preferences and staff respond meaningfully. For example, for most of the session they lead their play, deciding on what activities they want to play with and are able to move between activities freely. Children are encouraged to voice their preferences and their opinions, and receive support to participate and express themselves. During a visit from Santa, children were able to choose whether they wanted to talk with him or not and their choice was respected by staff. Children feel confident and develop good self-esteem, showing satisfaction with the very wide range of play and learning resources available to them. One child picked up a book and took it to a member of staff who sat to read it with them.

Children are very happy, safe and valued. They have clear bonds of affection with staff who understand their individual needs and provide consistent care. Children are listened to and have conversations with staff about their interests and ideas. They are confident to approach staff for comfort and reassurance as needed. They sit closely with staff, choosing stories and singing songs, joining in and enjoying the activities, which are stimulating and exciting. They especially liked the Christmas craft and messy play activities, smiling and joining in with staff. Children are clearly familiar with the routines of the service, readily engaging in tidying up and preparing for snack. Children are starting to share and are helpful. They are keen to show and talk about their activities and share information about their families and interests.

Children interact very well with peers and staff. They are developing their social skills well. We saw that all children naturally used good manners. They are forming friendships and showed kindness to one another without being prompted. For example, children playing in the home area share resources and help each other to make food. They also sit nicely together at snack time, chatting to each other while they ate. We saw children forming friendships, playing together well and showing thought for others.

Children enjoy their play and learning enormously. They have excellent opportunities to develop their skills through play and the daily routine. Children are enthusiastic and very engaged in their chosen play. Children receive encouragement to be curious and investigate the resources they use. They were inquisitive about the fake snow and winter animals that lived in the snow, asking questions to further expand their knowledge. Messy play activities, with lots of interesting materials, provide children with opportunities to be creative and have fun.

Children are developing skills for independence that are appropriate to their age and ability. Children are learning to use the toilet facilities independently, washing and drying their hands with adult supervision. Tissues are available in the playroom and children are able to take one and are supported to wipe their own noses, putting the used tissue in a bin. Coats are located at a convenient height and location for children to access and put them on to go

outside. Children have time to dress themselves but staff are nearby, offering support if they needed it. Children enjoy a sense of achievement from completing these tasks. Nearly all children understand the need to comply with the rules for socially acceptable behaviour and show kindness and respect to others.

Care and Development — Excellent

Staff confidently follow the setting's policies to keep children safe and healthy. Policies and procedures, including a robust Covid-19 policy, are reviewed regularly. There is a clear safeguarding policy and all staff have received recent training in safeguarding. Staff are very confident about their responsibilities in relation to child protection concerns, safeguarding children and dealing with any medical needs. We viewed a sample of accident, incident and existing injury records and found that were fully completed and an audit has been undertaken on a regular basis to identify whether any further action should to be taken. Staff are clear regarding the fire evacuation procedure that is practised regularly. Staff prepare snacks and supervise children to eat their packed lunches. Staff are clear regarding the procedures in place to ensure children receive food according to their needs.

Staff manage interactions very effectively. They interact in a kind and caring manner and are consistent in their approach, being mindful of their age and stage of development when managing behaviour issues Staff are very good role models, exhibiting patience and implementing consistent and positive behaviour management strategies as outlined in the behaviour management policy. For example, they used simple reminders consistently, such as 'kind hands' and 'walking feet.' They are calm and work sensitively with children to find solutions to problems together. It is a very positive environment with frequent praise offered when children are successful at tasks, such as listening to an instruction. During snack time, staff are gentle in their tone when encouraging children to say 'please' and 'thank you' and children respond readily by repeating the words. Staff smile and use soft tones with good eye contact to ensure children understand what they are saying.

Staff effectively promote children's learning and development and strive to meet their individual needs. Staff are motivated, well qualified and communicate consistently with each other. They are aware of their individual roles in delivering nurturing, responsive care. Children's personal needs are attended to promptly, they are treated with respect and they are valued as individuals. Staff complete detailed and regular observations of children's development and use this information to set targets and to plan exciting and stimulating activities. They ensure that activities inspire children to be curious learners, and natural and real life materials such as pinecones and twigs are used to make activities more interesting and realistic for children. Daily use of the outside area ensures children have access to fresh air and exercise. Staff know the children well and sensitively provide more support and encouragement if needed so children succeed in their chosen task. There are a number of resources to promote Welsh and other cultures. Staff routinely use Welsh words and phrases to direct and praise children, for example 'da iawn' and 'amser tacliiso'. The Welsh language is incorporated into the daily routine, including circle time. Some children are starting to use it confidently.

Environment Excellent

People who run the setting provide a very safe and secure environment. There are a number of useful policies and procedures that provide clear guidance to staff regarding health and safety matters. Detailed risk assessments are in place for all areas of the environment and these are reviewed regularly. Staff complete daily safety checks to identify, and where possible, eliminate any risks to children's safety. Non-essential visitors are not permitted due to the Covid-19 pandemic. There is security policy in place and the playroom is accessed via a door with a keypad system. A committee maintains the building and agreements are in place with setting to ensure they meet all safety requirements. Safety certificates are up to date including the gas boiler annual service. There is a Covid-19 risk assessment in place, which is reviewed as guidance changes and which staff implement effectively to keep everyone safe during the pandemic.

People who run the setting ensure that the purpose built facilities meet the needs of the children to a high standard. The playroom is welcoming with lots of children's craftwork and posters adorning the walls, giving them a sense of belonging. Toilet and nappy changing facilities are very good and easily accessible for children. Staff have organised the play space very well with children's needs at the forefront of the design. They provided interesting play areas, with both inside and outside environments set up in line with the ethos of the foundation phase principles. An area is adapted for children to eat and the book corner is used as a quiet area on the rare occasion a child falls asleep. There are kitchen units along one wall where staff prepare snack. The playroom is very well resourced and there is an ample sized outdoor play area, which the children access under staff supervision. Activities are well organised, with equipment and resources mainly accessible for children to use independently.

People who run the setting ensure that there are plenty of excellent resources to stimulate the children's interest and imagination. Play resources were varied and suitable for the age of the children. The resources are easily accessible by children as they are visible and stored at their level. Play and learning areas are changed regularly to maintain children's interest and extend their skills. For example, the shop was the 'north pole post office' and the home area was 'Santa's house'. Areas are very well resourced and realistic. Outside resources are also plentiful and interesting. Reading huts have recently been purchased and a wooden tepee to provide useful and interesting areas for children to explore. Good use is made of the natural environment. People who run the setting, along with staff, have good systems in place to monitor the suitability and quality of resources, regularly updating them.

Leadership and Management — Excellent

People who run the setting have a strong ethos of child-centred care that they convey in the statement of purpose and is evident when you speak to the manager and staff. Policies and procedures are up to date and are reviewed regularly. Daily records are clear, fully completed and well organised. People who run the setting are very aware of national priorities and developments in childcare.

People who run the setting have effective systems in place to evaluate their service. They complete regular self-evaluations and create a culture of continuous improvement. The manager sets high expectations of themselves and staff. There is an internal quality assurance system in operation and an annual review is carried out, with clear outcomes and an action plan drawn up. The setting is subject to monitoring by the Flying Start service and takes appropriate action if any improvements are needed. There is a clear complaint policy and discussions with the manager evidenced that any complaints would be handled positively and any necessary action taken to address any issues.

People who run the setting manage and deploy staff very well. Appropriate checks to ensure staff are suitable to work with children are in place before they take up their post. There is a good process of staff supervision and appraisal and the manager keeps this under review to ensure its effectiveness. Staff told us that they are well supported and feel they are valued. The staff team are enthusiastic, motivated and enjoy their work. The individuals within the team complement each other and work together well. Nearly all staff are qualified and records show that the adult child ratio is maintained, and more often exceeded, at all times. A strong culture of continuous professional development exists within the setting. All staff have completed safeguarding, first aid and food safety training as well as a range of additional learning. Other training includes the new education curriculum in Wales and the new Additional Learning Needs Code for Wales.

People who run the setting develop effective partnerships with parents and many relevant agencies. They seek detailed information from parents about their children's needs and preferences when they enrol and keep parents well informed of what is going on at the setting via detailed newsletters, emails, notices on display in the setting and by regularly updating parents via secure social media. Individual meetings are held safely to discuss their child's progress and development. These systems have been reviewed during the Covid-19 pandemic. Parents are very supportive of the setting, including fundraising tor additional resources. Strong partnerships with a number of agencies support them to operate an excellent service. These include organisations to support them with business matters. Additionally, Flying Start and the Early Years Team in the local authority support them to operate a high quality setting and to care for children who are being assessed for having additional learning needs.

Recommendations to meet with the National Minimum Standards

None

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	N/A

	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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