Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Vale Play Limited

Llanfair Primary School
The Herberts
St. Marys Church
Cowbridge
CF71 7LT



Date Inspection Completed

24/11/2022

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About Vale Play Limited

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Vale Play Limited
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a post registration inspection.
Is this a Flying Start service?	No
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	**Excellent**
Leadership and Management	**Good**

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

Summary

Children are confident, happy and enjoy their time at Vale Play Ltd. They have a strong sense of belonging and are developing positive relationships and friendships. Children have good choices and make effective decisions about what they want to do.

Staff understand and implement policies and procedures to keep children safe. They are kind towards children, providing positive interactions to ensure children feel valued and happy. Staff are good role models and meet children's needs well. Staff are skilled in supporting children in their play and learning.

The environment has excellent indoor play space for children to move freely. People who run the setting ensure that the outdoor play space is used as often as possible and is an extension to the learning environment. Children have access to a wide range of excellent quality, developmentally appropriate play and learning resources.

People running the service are very organised and manage the service well. They strive to develop the nursery and are committed to ongoing improvements. They have a strong vision for the service which they share with parents and carers of children. They comply with regulations and the National Minimum Standards. They successfully embed their policies in the running of the setting.

Well-being — Good

Children are happy and enjoy their time at Vale Play Ltd. They are confident and engaging communicators. For example, we heard children chatting confidently to staff during their lunch about a variety of things like planned activities for the afternoon session and whether they have put their Christmas decorations up at home yet. Children are curious and happy to approach us to ask questions and chat. They were keen to show us the Christmas decorations and one child confidently switched a musical figurine off explaining that it was *"too noisy!"* They have good opportunities to make choices. For example, children decided if they would like to participate in tabletop activities and imaginative play or create Christmas art with an adult.

Children are settled and cope well with separation. They have formed positive bonds of attachment with staff. Children who are unsettled receive support and reassurance. We saw one child being gently comforted when they became briefly upset. Children express enthusiasm and enjoyment, we saw them smile, laugh, and positively engage with their friends and staff. They have a strong sense of belonging, forming positive relationships and are very familiar with routines, at mealtimes and 'Star of the Day' time.

Interactions between children and staff are consistently positive and frequently humorous. We heard children lead a conversation around the characters that were to be put in a dolls house. They encouraged staff to follow the rules of their game saying *"no, he doesn't go there!"* when the staff member tried to put in an incorrect character. Apologies were made and the staff member was allowed to continue to play. Children happily play alongside each other and together. Children are engaged and show respect for their peers. Delightful observations were made of children engrossed in their play in a 'hairdressing salon.' We heard children role-playing as hairdresser and customer saying *"Ok we need to cut it now; not too much; are you growing your hair? It's going to be very great!"*

Children are enthusiastic and interested in their play and learning. They enjoy a good range of interesting opportunities indoors and outdoors that promote their all-round development. We saw children enthusiastically engage in imaginative play and focus for a sustained period of time with an art activity. Children have opportunities to follow their own instincts, ideas, and interests. We saw older children inventing an 'airport travel and holiday' game which they enthusiastically played.

Children have some opportunities to develop their independence skills. They access toys they wish to play with and wash their hands independently. We saw some missed opportunities to further develop independence during our visit, for example at mealtimes.

Care and Development — Good

Staff understand and implement policies and procedures to promote healthy lifestyles, personal safety, and wellbeing. They record children's attendance and keep suitable staff attendance records. Staff have a thorough understanding of their responsibilities to protect children, confidently answering safeguarding questions. They are aware of children's allergies and clearly display allergy information. Appropriate accident and incident records are in place and staff have a good understanding of the need to review such records regularly to identify any trends or obvious risks. Staff consistently implement robust cleaning and hygiene practices.

Staff fully understand the behaviour management policy and consistently implement a range of positive behaviour management strategies effectively. For example, staff helped two children reach a compromise when they both wanted a particular dressing up costume. They build extremely positive relationships with children and offer encouragement and praise. We heard staff say, *"yes of course you can",* when older children asked if they could play a particular game and praised the use of manners saying, *"well done, that's brilliant!"* Staff have a strong understanding and knowledge of children's development, which reflects on how they manage children's behaviour. Staff are consistently responsive; they genuinely listen and engage making the children feel proud and valued. We heard staff asking a child, *"Are you feeling better now? Did you have a haircut when you were off?"* The interactions are very positive, demonstrating warmth and kindness. They know the children well and have extensive knowledge of their needs.

Staff are committed to providing a range of play and learning activities. We saw staff supporting and extending children's understanding in their play and learning. For example, during a craft activity staff asked open questions to extend conversation and introduced new vocabulary promoting children's curiosity. Children were given time to engage with the activity and were supported in the choices they made. This is a real strength of the service. Staff reflect on training opportunities and seek ways to implement strategies which will have a positive impact on all children in their care. For example, staff have a clear understanding of the new curriculum and were aware of observing children at play and intervening only when the moment was right. Staff have a good understanding of when to interact and when to let play unfold. Planning is centred around things which interest the children and staff are developing systems which record children's progress and will inform future planning. Welsh vocabulary is displayed within the setting, but we did not hear staff using Welsh during our visit.

Parents of children who use the setting told us, *"They give (them) a varied range of activities that (they) enjoy including art projects that (they) bring home. Their speech and interest in learning has come on leaps and bounds since they have started."*

Environment	**Excellent**

People who run the setting have comprehensive policies in place and ensure that the environment is suitably safe, secure, and well maintained. Staff complete effective and accurate general risk assessments, which are regularly reviewed. Regular fire drills are completed. Staff effectively organise consistent cleaning routines that reflect excellent hygiene practices. Their highly effective infection control practices successfully minimise any risk to children's health and safety. A designated food preparation area in the kitchen for children with allergies ensures their food is prepared safely.

People who run the setting ensure the environment has excellent indoor play space for children to move freely. The space is warm, colourful, inviting and child friendly. Children's work is displayed in colourful displays. For example, work completed on healthy eating. They ensure the environment meets the children's needs and enables them to reach their full potential. Children influence and contribute to the planning and development of the space. As a result, people who run the setting use the space flexibly responding to the needs of the children. For example, 'a hairdressing salon' was set up during our visit and engaging and exciting Christmas decorations and displays were available for the children to explore. People who run the setting ensure that the outdoor play space is used as often as possible and is an extension to the learning environment. Careful consideration and planning of the outside area, as well as quality resources and play equipment, challenge, and stimulate children's curiosity and interest. People who run the setting provide children with access to a range of areas which promote play and learning. For example, a home corner, mud kitchen and a reading area.

People who run the setting provide a wide range of good quality, developmentally appropriate play and learning resources to ensure children have good variety and choices. They provide stimulating and innovative resources for all ages and stages of development, which contribute to the children's all-round development. For example, through construction play, dressing-up activities, small world, and creative activities. Children can access toys and resources easily, as they are stored at low level or within their reach. Diversity is encouraged through a range of toys and the celebrating of festivals and celebrations from a range of cultures. For example, Diwali and Hannukah.

Leadership and Management — Good

People who run the setting are effective in the way they manage and operate the service and are committed to ongoing improvements. They have a strong vision that they share effectively with others and have engaged positively with Care Inspectorate Wales during the inspection process. They update the setting's policies and ensure staff implement these in practice. People who run the setting maintain and share an up-to-date effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards.

People who run the setting have procedures in place for self-evaluation of the service. They have completed a reflective quality of care review which details improvements made and considered targets to drive improvement. For example, to develop the use of Welsh at the setting and to continue developing the one-page profile. The people who run the setting implement safe recruitment procedures to safeguard children. They carry out annual appraisals and regular supervisions providing support and an opportunity to check in with their staff. People who run the setting ensure staff receive training and keep them up to date with new initiatives to further their professional development, which ensures the service continues to improve. For example, they have identified the new curriculum as an area for future training and some members of staff have completed training in this area already. Staff told us, *"Vale Play is a lovely environment to work in. We are valued and listened to."*

People who run the setting have developed meaningful and positive relationships with parents and carers. There are effective systems in place to keep parents well informed about their child's time at the setting. Parents told us, *"The staff are friendly and will give me feedback at the end of the day about how my child has been."* The people who run the setting have positive relationships with a range of professionals, the community, and other stakeholders. For example, they have accessed covid recovery grants to purchase outdoor wooden play equipment which further drives improvement at this setting.

Recommendations to meet with the National Minimum Standards

R1 Further develop opportunities to enhance children's independence.

R2 Further develop the use of Welsh within the setting.

R3 Develop the use of skills development tracking to inform 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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