Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Nant Y Groes Playgroup

Greenfield Road
Colwyn Bay
LL29 8ET



Date Inspection Completed

27/11/2024

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About Nant Y Groes Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Nant y Groes Playgroup
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	First inspection since Registration
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of 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 are happy and settled. They have formed positive relationships with staff and each other. Children are confident to make choices about how they spend their time and enjoy the activities available to them. They are confident to ask staff for support if needed and know their individual wants and needs will be respected.

Staff understand their responsibilities to keep children safe and healthy. They provide responsive care and use positive methods to encourage children to interact well together. Staff take children's individual interests and developmental needs into account when planning activities and have effective measures in place to track and promote children's learning.

Leaders ensure the premises are secure and in good condition. They have robust systems in place to monitor and manage risks, as well as fire safety effectively. Leaders make the environment welcoming to children. They provide a wide selection of toys and equipment, including a good range of opportunities to explore natural and real-life materials. However, the opportunities for natural sensory exploration are currently limited in the outdoor area.

Leaders understand their responsibilities and strive to provide a high quality service to children and their families. They have a range of policies in place to ensure the setting is well run and staff understand their roles. However, they do not always ensure they have regular opportunities to discuss their professional development by means of individual supervision meetings. Leaders have established suitable partnerships with parents, ensuring they are well informed about their children's learning and development.

Well-being — Good

Children are happy and settled. They move freely around the playroom, choosing activities they want to take part in and following their own interests. Children have formed close bonds with staff and feel confident to approach them for reassurance when they need it, knowing that this will be provided promptly. They feel valued as staff respect all attempts at communication and listen intently to what children have to say. For example, children are eager to share their stories with staff while they sit and complete craft activities with them, smiling as staff show great enthusiasm in what they have to say.

Children clearly feel secure in their surroundings. They are confident to approach visitors to talk about what they are doing. They are confident to express their wants and needs to staff, knowing that their wishes will be respected. They join in more structured activities, such as painting and crafts, when they are ready and know their wishes will be respected by staff. For example, one child stated they didn't want to eat their snack when it was offered as they wanted to continue creating a potato figure. Staff respected their wishes and the child came to the table to eat their snack when they were ready. Nearly all children are eager to share their achievements and involve staff in their play as they know they will respond with enthusiasm. For example, children enjoyed creating lollipops using the sticks and play dough with staff, eagerly handing them the lollipops they had made and laughing together when the play dough fell off the stick.

Children are beginning to form friendships and are developing positive social skills. They interact well together and are learning to take turns, share resources and work together. For example, children worked together and used recycled items to create a garage and ramp for the toy cars. They took turns to roll their cars down the ramp and as they placed the cardboard tubes in different places to create ramps, with a few gentle prompts from staff.

Nearly all children are highly motivated to explore their environment and enjoy taking part in the activities on offer. They concentrate well and persevere when taking part in more difficult tasks. For example, children have fun creating Christmas crafts by cutting branches from a real tree with scissors, sticking these to card and adding glitter and sequins. Children persevere when using the scissors to successfully cut the branches. Lots of laughter and happy chatter can be heard while children enjoy the activities available to them and as they excitedly show staff and their friends what they are doing.

All children are encouraged and supported to do things for themselves. They complete many self-care tasks independently, with support provided if needed. For example, they put on their own coats, pour their own drinks during snack times and help to clear their plates after lunch. All children lead and direct their play and choose resources as they wish., Toys and activities are set out in a way that enables children to access them easily and independently.

Care and Development — Good

Staff are confident with regards to their duties to safeguard children; they have all received safeguarding training and answer questions confidently when asked about the correct steps to follow should they have concerns about a child. Staff ensure children know how to exit the premises quickly and safely if required by completing regular fire drills. These practices are well documented on a dedicated log. Plenty of staff have current paediatric first aid certificates and any accidents or incidents that do occur are well recorded and shared with parents promptly.

Staff encourage healthy lifestyles by providing plenty of opportunities for physical activity and for children to spend time outdoors in the fresh air. They promote good hygiene, encouraging and supporting all children to wash their hands as needed. They follow effective cleaning routines and use personal protective equipment (PPE) to help prevent the spread of germs. A range of healthy snacks are available for children and efficient systems are in place to ensure staff are aware of children's individual dietary requirements.

Staff speak to children with warmth and affection. They are kind, provide comfort and reassurance when children need it and treat them with respect. For example, when children become tired they provide lots of comfort and reassurance to help them calm and settle. They encourage positive interactions using highly positive and effective strategies. Staff model positive interactions throughout the day and give clear instructions whilst explaining to children when their behaviour is not appropriate. For example, when children do not want to share toys, staff clearly explain everybody can use the toys. They support children to find ways of asking politely and taking turns, congratulating children when they manage this well. Plenty of praise is also given for following instructions, demonstrating kindness and completing activities.

Staff know the children well and respond to their individual needs effectively. Comprehensive details about children's preferences and individual needs are sought prior to them starting and this information is used to plan a variety of stimulating activities and experiences for children. Staff conduct regular observations and assessments for all children, and these are kept in the children's individual learning records and used to plan their next steps for learning. Photographs and samples of children's work are collated to create individual books showing children's progress throughout the year. Staff have effective procedures in place for seeking and providing support for children with additional needs. They record observations and note any concerns on children's individual files. Staff work effectively with external agencies to ensure children receive the support they need.

Environment — Good

Leaders prioritise children's safety and ensure staff follow procedures effectively to safeguard children. For example, staff ask visitors to sign the visitors book on arrival and they ensure the premises, including the outdoor areas are safe and secure. This prevents any unauthorised access to the premises. Leaders have comprehensive written risk assessments in place. These outline any potential risks to the children's safety and the action taken to manage or eliminate these risks. These documents are reviewed regularly, and any actions required are completed promptly, ensuring all potential hazards are monitored and managed effectively.

Leaders ensure all the areas used by the children are spacious and welcoming. The playrooms are well organised and decorated in neutral colours with natural materials where possible. For example, there is an emphasis on using wooden toys, natural materials for construction, real objects in the role play areas and wicker baskets for toy storage. Toys and resources are well organised in boxes and are stored at low level so children can choose from them independently. The outdoor play area provides a good range of opportunities for the children to develop their physical skills. For example, a variety of new wooden play equipment has been installed so children can practice balancing, climbing, jumping and sliding. While there is a grassed area offering a variety of experiences for children to explore natural resources, such as mud kitchens, water play and planting, this was not available during our visit. This was due to some hazards still being present after adverse weather and leaders had not had the opportunity to maintain the area. Leaders ensure there are a suitable selection of toys and resources promoting cultural awareness and diversity so children can learn about the world around them.

Leaders provide a good range of toys and resources which are in good condition and are appropriate to the children's ages and stages of development. They are well-maintained and cleaned regularly, with staff keeping accurate records of when this is completed. Furniture and equipment are well thought out and are suitably sized according to the ages of the children who will use them. The toilets have suitable facilities, with low sinks and toilets to promote the children's independence. A good selection of learning experiences are set out for children to choose from. These include a wide variety of natural and recycled materials for children to explore.

Leadership and Management — Good

Leaders share a clear vision for the setting with staff and have a good range of policies and procedures in place, which contribute effectively to the smooth running of the service. They review policies regularly, ensuring they are up to date and contain all the required information. Leaders ensure the statement of purpose provides a clear and accurate description of the service offered. This enables parents to make an informed decision about whether the setting meets theirs and their child's needs.

Leaders have robust arrangements for identifying strengths and areas for improvement. They regularly seek verbal feedback from parents as well as through sending feedback questionnaires to parents and staff. Children's views are also sought by talking with them about their interests and conducting daily observations. Leaders create a report in response to the feedback received, identifying any improvements made to date and those planned for the future.

Leaders have effective systems in place to ensure there are plenty of staff present to supervise children well and carry out routine tasks effectively. They ensure robust recruitment procedures are in place to safeguard children. Staff files are comprehensive and contain all the required information. Staff told us they can approach leaders at any time to discuss any issues and their training needs. Leaders ensure staff have regular opportunities for staff meetings and to discuss individual training needs. However, individual supervision meetings have not been held regularly. This has been identified as an area for improvement and we expect the provider to take action.

Leaders have effective systems in place for communicating with parents, keeping them well informed about their child's time at the setting. They share information via regular private messages and verbal feedback. There is also a closed page on social media to share photographs and information. Leaders have developed strong links with the school in which the setting is situated. This allows them to arrange regular opportunities for children to take part in activities and helps them settle well when they transition to the school.

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.

Area(s) for Improvement		
Regulation	Summary	Status
29	Leaders must ensure staff have regular opportunities for 1:1 supervision meetings.	New

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

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Further develop and maintain the grassed outdoor play area to further enhance children's play experiences, and allow them greater opportunities to explore the natural environment.

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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