Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Moriah Baptist Church Pre-School/Playgroup

Moriah Baptist Church
Tredegar Street
Risca
Newport
NP11 6BU



Date Inspection Completed

31/01/2025

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About Moriah Baptist Church Pre-School/Playgroup

Type of care provided.	Children's Day Care Sessional Day Care
Registered Provider	Moriah Baptist Church Pre-School/Playgroup
Registered places	26
Language of the service	English
Previous Care Inspectorate Wales inspection	This was the first inspection of the setting since it was re-registered in March 2021.
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 have a strong voice at the setting and can make choices about how they spend their time. They have noticeably clear bonds of affection with staff and are making timely progress in their development and social interactions. Children are confident in the daily routines and explore their environment confidently.

Staff work very well as a team to ensure all children are safe and enjoy their time there. They have sound knowledge of safeguarding and use effective infection control and risk management procedures. Staff are responsive to children's needs and manage interactions positively. They place significant importance on active, child-led play supported by thoughtful interactions. They plan, observe and track children's development well to ensure that every child achieves their potential.

Leaders have effective systems in place to keep the environment safe and secure. They ensure facilities are attractive, accessible, and well maintained. Leaders provide ample resources and staff ensure that indoor and outdoor areas are set up with a range of stimulating, age-appropriate resources that meet children's needs well.

Leaders are committed to providing a high quality service for the children and families. They have clear policies and procedures in place and a Statement of Purpose which accurately represents the day to day running of the service. The experienced staff team are enthusiastic and take pride in their work.

Well-being — Good

Children have many opportunities to make choices about how they play. They are confident to go to staff to engage with them and make their needs known through verbal and non-verbal methods as they know that staff will understand their attempts to communicate. For example, they can choose to paint a spring flower, join staff moulding playdough or play freely with resources Children can decide if they want to play outdoors and come in when they want to.

Children are happy and feel highly valued at the setting. They readily look to staff members for support and reassurance if needed, for example if they fall over, and demonstrate close relationships by sitting on staff laps and enjoying a cuddle. Children are familiar with daily routines and this predictability makes them feel very safe and secure, for example knowing to line up after snack to go to the hall for soft play.

Children are quickly developing an understanding of the rules of behaviour and nearly all children cooperate successfully. Those children that need support with this, respond positively to staff intervention and can change their behaviour appropriately. Children interact very well and play kindly together. Some help each other to put on dressing up clothes, while others spend some time building a tower from blocks. They enjoy engaging with each other as they play in the home area and chat with their friends and staff at snack time, listening to what others are saying.

Children have good opportunities for all types of play. They concentrate on activities for age-appropriate lengths of time, for example finishing a painting. They are active and squeal with laughter when they chase each other in the hall pretending to be dinosaurs and play outside running after bubbles to burst them. Children use developing language as they listen and repeat unfamiliar words and phrases, including some incidental Welsh. Children enjoy their play and learning and there was lots of laughter as they responded to questions and sang songs together before they went home.

Children develop a wide range of skills as they play and develop their independence. Children try to do things for themselves before staff offer support. For example, children try to put on dressing up clothes and their coats before asking for help. They serve themselves cereal and pour milk at snack time, then take dishes and any leftovers to the trolley to be recycled. Children pull up their sleeves and wash their hands before snacks, singing a song as they wash away the germs.

Care and Development Good

Staff have a particularly good understanding of their responsibility to keep children safe and healthy. They follow clear hygiene practices such as cleaning tables before and after snack times. Staff wear aprons and gloves during nappy changing. They manage allergies effectively through following a clear policy and individual health plans if required. They complete accident, incident, and pre-existing injury records well and leaders carry out regular analysis of these to identify any trends. Staff receive regular safeguarding training and have completed the relevant training to meet the current requirements of the National Minimum Standards. They have a good understanding of their roles in protecting children. All staff members have paediatric first aid qualifications.

Staff care for children in a very warm and nurturing manner and clearly know the children well. They skilfully encourage children to share resources such as books and small world toys, as well as supporting them to take turns at speaking as they sit for circle time. Staff demonstrate politeness and good manners so that children begin to understand expectations of social behaviour and children respond to this well. They work together to ensure they have a very gentle and consistent approach to managing behaviour, in line with the setting's behaviour management policy. Staff use skilful language to guide children to consider their actions and think how they can act differently, for example," That wasn't very kind was it?"

Staff support children's imagination and learning naturally as they play alongside them. For example, counting and developing their language and communication skills as they paint a flower and make models for Chinese New Year at the playdough table. They introduce many Welsh phrases and words which children understand and are developing children's understanding further as they sing and engage in circle time. Staff provide a range of differentiated planned activities which run alongside impromptu activities focused on children's interests and questions. Staff evaluate activities and resources and develop these thoughtfully in accordance with the children's responses and needs. Staff implement effective systems to observe children and plan for their next steps in play, learning and development. They have a clear policy showing how they support children with emerging needs and additional learning needs by engaging with the local authority and other professionals as required.

Environment — Good

Leaders ensure the environment is safe and secure by following well thought out policies and procedures. Staff ensure the external doors are locked after children arrive and the internal door to the playgroup room has a coded pad that ensures other users of the building cannot access it. Staff expect visitors to sign in to the setting. Leaders have undertaken detailed risk assessments for the building and specific activities, and they ensure that these are reviewed regularly. They liaise closely with the owners of the building to ensure any identified maintenance issues are addressed and building systems such as fire, electrical and gas are serviced and tested in line with requirements. Staff undertake regular fire drills to ensure children and staff know how to exit the building safely in an emergency. Leaders ensure a hygienic environment by completing an audit of infection risks and putting in procedures and resources to mitigate any identified risks.

Leaders and staff work hard to create an inviting, child friendly and stimulating environment inside and described exciting plans that are about to take place in the outside areas. They set up areas very well to meet the needs of children and promote curiosity and independence. Staff ensure areas allow children to move freely and access most resources easily. Staff open the door to the outside for some of the session, providing children with free-flow access to opportunities to play in the fresh air. Staff also take children to a large room near the playroom, where they play freely with equipment such as soft play and ride on toys. Children access low-level pegs for their personal belongings, which supports them to be independent and recognise the need to look after their own coats and bags. There are clean and accessible toilets, handwashing, and nappy changing facilities adjacent to the playroom. Staff use a communal kitchen area for food preparation and there are procedures in place to ensure the food provided is prepared safely.

Children have direct access to many varied and interesting resources that aids their development effectively. Staff set out resources thoughtfully to promote children's interests and discovery. For example, play areas and craft activities had been enhanced so children can explore and learn about Chinese New Year during their play. Leaders have adapted one large display board and made it into an art board for children to use. Staff ensure that children have access to a variety of textures and materials to aid their sensory development. They use some real-life and natural resources, including multicultural items and displays, to create an environment that supports diversity. Children enjoy the mix of soft and hard furnishings to ensure their comfort as they play and learn.

Leadership and Management — Good

Leaders are very experienced and manage the setting effectively. They have a clear vision for their setting and are passionate about their role. Leaders have a detailed statement of purpose that they review regularly to ensure it reflects an accurate picture of what the setting has to offer. They review policies and procedures regularly and have further developed policies in relation to administering medication and dealing with a lost child. Staff keep records of the days they work and when children attend and have expanded this during the inspection to include the actual time they are present. This shows that there are enough qualified and experienced staff to care for children well.

Leaders carry out a thorough annual review of the quality of care provided at the setting. They use a variety of methods to obtain feedback from staff, parents, children, and other professionals involved with the setting to identify strengths, set targets, and highlight areas for development. Leaders are committed to providing an improving service and keep themselves updated with changes in the childcare sector. They share a clear complaint policy with parents.

Leaders and the staff team work closely together to provide a reliable and good-quality care package for children and their families. They implement a robust recruitment procedure that ensures all required information is available to evidence that staff are suitable to care for children. Leaders value the staff team that has worked together for a while, helping to ensure consistency of care. They provide many useful training opportunities such as the curriculum, planning and many aspects of health including additional learning needs. Leaders keep records showing that they complete annual staff appraisals, and one to one supervision meetings are regular. Staff confirmed they enjoyed their job, feel extremely well supported and have many opportunities to keep their knowledge updated.

Leaders and staff have good partnerships with other professionals such as health visitors, speech and language therapists, and early years advisors that support them to provide the best and most appropriate care for children. They have close links with the church from which they operate and who are very supportive of the setting. Staff work closely with parents, gathering comprehensive information from them regarding their children’s needs and agreeing a contract. Staff ask parents for written permission for matters such as seeking medical treatment in an emergency, taking photographs and applying sun cream.

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
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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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