Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Broughton Primaries Play Buddies

Broughton Primary School
Broughton Hall Road Broughton
Chester
CH4 0QQ



Date Inspection Completed

17/08/2022

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About Broughton Primaries Play Buddies

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Broughton Primary's Play Buddies
Registered places	100
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert Post registration
Is this a Flying Start service?	Manual Insert No
Does this service provide the Welsh Language active offer?	No. 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	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Adequate**

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

Summary

Children are happy and settled as their wellbeing is at the heart of the service. They interact well and enjoy playing alongside their friends. Children can follow their interests and enjoy the activities and resources available.

Staff implement effective policies, procedures, and routines to support children in leading a healthy lifestyle and staying safe. They promote positive interactions and provide suitable comfort and reassurance. Staff plan a range of activities children enjoy and implement routines to support their independence.

The environment is safe and secure with lots of indoor and outdoor areas available for children to use for their play and learning. People who run the setting ensure resources are of a good quality and there are suitable facilities available.

People who run the setting manage it well most of the time. They use self-evaluation effectively to make improvements to the care they offer and have developed a team of staff who work well together. However, they need to understand and meet regulations to ensure they are compliant in relation to having a supernumerary person in charge and staff files not being complete.

Well-being Good

Children's wellbeing and happiness is at the heart of the setting. They are confident and make choices about how they spend their time. For example, when moving freely around the room choosing the area where they want to play. Children have a strong voice making decisions and communicating freely as they know staff will listen and respond to them appropriately and with interest. For example, when a child was talking to a member of staff about their recent holiday and the member of staff was listening intently and asking questions.

Children are settled and happy. They separate well from their parents and show enjoyment at being at the setting. Children receive the support and comfort needed to help them feel comfortable in their surroundings. They form positive friendships helping them feel relaxed and welcomed. Children develop a sense of belonging as they are familiar with the staff and environment, helping support their independence and confidence.

Children play and interact well. All age ranges learn to share the space and resources together. For example, children of all different ages and stages of development played alongside each other and the older children welcomed and enjoyed interacting with the younger children. Children understand and follow the routines. For example, understanding they only had a certain amount of time on the I Pads before having to let others have a go. Children respected each other and the resources, using them appropriately and returning them when they had finished.

Children enjoy the activities and opportunities available to them. They can express themselves and use what is available to them to follow their interests and use their imagination. For example, a group of children made a den and were pretending it was different seasons and weather by using different materials to make a pretend fire for when it was cold. When completing freely chosen and adult led activities children can focus on what they are doing for an appropriate length of time for their age and stage of development.

Children develop their independence as they freely access resources and areas they want to play in. During snack time children serve themselves and help to tidy their plates away when they have finished. Children use facilities such as the toilets independently and can access their belongings if needed.

Care and Development Good

Staff understand their roles and responsibilities and implement the effective policies and procedures well. Their safeguarding training is up to date, and they understand the procedure to follow should they have concerns about a child. Registers of children and staff attendance can be referred to when needed, as they are kept updated. Fire drills are practised, evidencing staff and children are aware of the procedure to follow should they need to evacuate the premises in an emergency. Appropriate accidents and incidents records are completed. However, records of incidents are shared with parents but there is no written record kept to evidence this.

Effective routines are completed by staff to help them promote a healthy lifestyle, keep the environment clean and help prevent the spread of germs. For example, children are encouraged and supported to wash their hands and tables are cleaned before snack. However, staff offered children squash to drink, and utensils were not provided for children to use to serve themselves snack. This resulted in some children handling the food others were going to eat. Children confirmed they had some access to outdoors and were given an opportunity to get fresh air and be physically active. Although we did not observe children having free access to the outdoor area.

Staff are warm and caring towards the children, providing appropriate comfort and reassurance. The positive interactions assist children in developing their speech and language skills and support their wellbeing and development. Staff use consistent and effective behaviour management strategies. They use distraction well to avoid situations from escalating, positive praise to celebrate achievements and positive interactions. They ensure routines are embedded so children know what to expect. For example, having a consistent set amount of time children are allowed to watch television and play on electronic games.

Staff know the children well and understand their needs and interests. They plan suitable activities the children enjoy. These are either available for the children to choose freely or adult led. For example, making sensory toys from balloons and flour, which the children really enjoyed. There was lots of enjoyment as the children manipulated them and they were keen to show us what they had made. Staff encourage and support children to be independent. They ensure resources are accessible and allow them to complete tasks such as serving themselves snack independently. However, this could be further encouraged by allowing children to pour their own drinks at snack time.

Environment — Good

The environment is well maintained and provides a safe and secure place for children. People who run the setting ensure regular risk assessments are conducted and any hazards managed well or eliminated where possible. Access to the setting is secure with all visitors' details recorded. Daily, weekly, and monthly checks are completed to ensure no new hazards have arisen and the environment is safe. The main outdoor areas used are secure so no child can leave unsupervised.

People who run the setting have created a welcoming environment that is child friendly. The large main room provides a suitable space for children to play and learn. Areas of learning are set up effectively to allow children enough room to play together and be creative. For example, a large home corner, space for floor and tabletop activities, craft and construction areas, and an area where children were thoroughly enjoying sitting together making a model city. Directly off the main room is an enclosed outdoor area. This is very well equipped and set up to inspire children to play and learn about the world around them, with areas that include a space for growing, large sand pit and outdoor play equipment. They also have use of the school's field and yard for opportunities to be more active and play on ride on toys. Children do have some opportunities to use the outdoor areas. However, they could be utilised more with children being allowed free access, rather than waiting for all children to go outside together.

People who run the setting ensure all the resources and facilities are of a good quality and well maintained. Children have access to a range of resources that are interesting and inspiring, with good availability of natural materials. For example, a mud kitchen, sand, and water play. People who run the setting provide storage, facilities and furniture that is a child friendly size, so children can be independent and comfortable. The resources are suitable for all the age ranges and stages of development.

Leadership and Management — Adequate

People who run the setting ensure the statement of purpose contains all the required information and reflects the current setting and care provided. This helps to ensure parents can decide if it is the right care for them and their child. Policies and procedures reflect current practices and procedures. However, they are not always dated to evidence when they have been updated.

People who run the setting understand the importance of regularly reviewing the care and service they provide. They complete an annual quality of care which includes evidence that parents and children's views are sought and used to plan improvements. For example, they extended the holiday care after comments from parents. Children's views are gathered verbally and used to plan activities and purchase new resources. People who run the setting are open to suggestions from outside agencies on how to improve the setting.

People who run the setting manage staff well for most of the time. Staff confirmed they had regular meetings and appraisals and felt confident they could approach the people who run the setting if they had any issues, concerns, or ideas. However, registers showed there was not always a supernumerary person in charge available daily. This did not have an impact on the care the children were receiving and therefore has been identified as an area for improvement.

People who run the setting ensure staff are qualified and suitable to care for children. They have developed a good team who work together well to provide the best care possible. However, staff files are not complete. This does not impact on the care of the children; therefore, it has been identified as an area for improvement.

The setting has a good relationship with the school as they operate from the same building. This allows them to share space, resources, and good practice. Parents have opportunities to speak with staff when collecting their children, which ensures information is shared.

Recommendations to meet with the National Minimum Standards

R1: Only offer the children milk or water to drink.

R2: Provide utensils for children to use when serving themselves snack so they do not use their hands.

R3: Encourage more independence at snack by allowing children to pour their own drinks.

R4: Get parents to sign the incident record to show this has been shared.

R5: Allow more free access for the children to access the outdoor area.

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

14	The Responsible Individual has not ensured there is always a supernumerary person in charge. Ensure there is always a person in charge who is not counted in the ratio's.	New
28	The registered persons had not ensured the suitability of a member of staff by having full and satisfactory information or documentation available.	New

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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