Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

**Saundersfoot Playgroup and Day Care**

**Saundersfoot Junior School**
**Frances Lane**
**Saundersfoot**
**SA69 9HB**



## Date Inspection Completed

12/09/2024

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# About Saundersfoot Playgroup and Day Care

| | |
|---|---|
| Type of care provided | Children's Day Care<br>Full Day Care |
| Registered Provider | Saundersfoot Playgroup and Daycare |
| Registered places | 18 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | This is the first inspection since registration. |
| Is this a Flying Start service? | Yes |
| Does this service promote Welsh language and culture? | This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture. |

| | |
|---|---|
| Well-being | **Excellent** |
| 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 very happy and settled. They feel safe and secure in the care of the staff and engage confidently with them. Children have a strong voice and have many opportunities to choose what they do and lead their own play and learning. They successfully develop independence and self-help skills through a range of experiences and play.

Staff are professional and enthusiastic in their roles. They are patient, kind and caring with a thorough understanding of how to keep children safe and healthy. They support children's learning and development well, offering a good range of interesting activities and experiences that children enjoy and engage with.

Leaders ensure the premises are secure, safe and welcoming. The layout enables children to move around freely and play independently. A good range of indoor and outdoor resources enhance children's all-round development.

Leaders have a good vision for the setting and are committed to providing a high-quality service. They are reflective and have good systems for evaluating and improving the setting. Leaders manage recruitment and staff well. They develop positive partnerships with other professionals and parents who are very happy with the care their children receive.

## Well-being Excellent

Children are safe, happy and settled. They have a strong voice and move confidently around the setting making purposeful choices about what they do and where they play. Children are confident communicators in ways which are appropriate for their ages or stages of development. They know staff will listen to them, respond to their needs and wants and be interested in what they say or do.

Older children arrive eagerly at the setting from school. They clearly know and follow the routines and rules of the setting which contributes effectively to their sense of security and belonging. Younger children cope well as they separate from parents and carers. They form close bonds with staff, which has a beneficial impact on their well-being and motivation. For example, they snuggle into staff for comfort and reassurance when feeling a little overwhelmed after the summer break. Their social and emotional development is extremely well supported. They have excellent opportunities to explore feelings and emotions through a specific programme using puppets, songs, and stories as well as general support by staff.

Children behave extremely well. Their interactions with each other and staff are consistently positive. They play together or alongside each other as is age-appropriate, learning to take turns as they wait to go down the slide, share resources in the home corner or play next to each other in the water tray. Children learn to understand the needs of others and develop empathy.

Children thoroughly enjoy their time at the setting. They have access to a wide range of interesting resources and activities that successfully support and promote their learning and development. Children are engaged in their play and motivated to follow their own interests. They sustain their play and concentration for periods suitable to their age and stage of development. For example, younger children are fascinated by the feeling of paint as they squeeze it between their fingers and older children enthusiastically mix playdough, build dens or play on the climbing apparatus for extended periods. Children also have exciting opportunities to develop their experiences of the natural and wider world through trips to the beach or wooded area of the school grounds.

Children have many opportunities to develop independence and self-help skills as they learn to manage their own belongs such as coats and bags, feed themselves and manage their own personal care such as hand washing. They confidently choose activities, which supports them to develop independent thinking skills and make their own decisions. Most children readily help to tidy up at the end of a play session and know where to put items away.

## Care and Development — Good

Staff have a thorough understanding of their roles and responsibilities to keep children safe and healthy. They receive regular safeguarding training and know what to do should they have concerns about a child. Staff follow good hygiene routines in relation to food preparation and nappy changing. They consistently complete appropriate records relating to accidents, injuries and incidents. Staff are aware of allergies and implement a suitable system to protect children although documents currently in use do not have space to record sufficient information regarding signs, symptoms or actions needed should anyone attend with a significant allergy or medical need. Staff record the times they and children attend the setting to ensure they know which children are present and who is looking after them. Parents provide packed lunches; staff sit with children while they eat and give appropriate encouragement. Staff provide a range of healthy foods for snacks and ensure children have plenty of opportunities to play outside which helps to promote a healthy lifestyle.

Staff are kind and caring. They are very responsive and nurturing, which means children approach them with ease. They communicate successfully with children and create a calm and relaxed atmosphere. Staff speak respectfully to children and each other and are excellent role models for children. They interact purposefully with children throughout the session. There is a good behaviour management policy in place to support staff with challenging behaviour should there be any.

Staff support children's play, learning and development effectively. They are responsive and take opportunities to extend learning and thinking as they arise. For example, when reading a book they ask questions that encourage children to think, or when playing outside they talk about the smell of the lavender. Staff deliver group times enthusiastically which helps children sustain interest. They plan activities to support learning but also allow children lots of opportunities to follow their interests and lead their own play, joining in and supporting as children wish. Staff have regard to the Curriculum for Wales when planning. They track the development of children under 5 and are developing their observation and assessment systems to support this. We heard a good amount of Welsh spoken. Staff are alert to children with additional learning needs (ALN) and the setting ALN Co-ordinator is well qualified. They follow the Additional Learning Needs Code for Wales 2021 and work with parents and outside agencies such as the local authority to support any children in their care with such needs.

## Environment — Good

Leaders ensure the environment is safe and secure. They have systems in place to manage access and ensure they record visitors to the setting. Leaders are very aware of safety considerations and have written risk assessments in place. Staff consistently complete daily safety checks and ensure they keep the setting clean and tidy. The local authority maintains the premises as part of the school and leaders have access to relevant records. Leaders ensure they carry out and record regular fire drills so that everyone knows what to do in an emergency. They also practise lockdown procedures along with the school.

The setting has recently re-located into their current premises. The environment is welcoming, and child friendly providing a good environment for children to play and learn. The layout of the playroom enables children to move around freely. Displays show children's artwork which helps them develop a sense of belonging and the leader explained she has many ideas to further develop displays as they settle into their new home. Staff use a visual timetable particularly well to support younger children to learn routines and to help them know when it is home time if they are a little unsettled. Integral child height toilets support children's growing independence with self-care and the nappy changing station is situated where it enables children's privacy and dignity to be respected. Children access outdoor play space directly from the playroom and can choose to play inside or outside most of the time. The outdoor area provides additional opportunities for play and learning and leaders have identified further outdoor developments on the setting improvement plan. Children can also access areas of the wider school grounds, such as the climbing apparatus in the connecting playground or the wooded area, with supervision.

There are plentiful resources suitable for the children using them. Leaders store and display them at children's height enabling them to independently choose what they want. Leaders have given thought to the provision for older children in the recently started after school club and provide appropriate resources and furniture. They provide some resources that children can use flexibly with imagination and that promote cultural awareness and diversity. Leaders have identified further development of these resources as part of the setting improvement plan.

## Leadership and Management — Good

Leaders have a good vision for the setting which they share effectively with staff. Overall, they complete paperwork to a good standard and all required records are in place. There is a comprehensive range of good policies and procedure to support the smooth and safe running of the playgroup which leaders regularly review. Leaders provide a detailed Statement of Purpose which is useful for parents.

Leaders are highly reflective. They keep their provision under constant review and have many ideas and plans for developing the setting. Leaders carry out a more formal review annually seeking the views of parents, children and staff and evaluating their provision against outcomes for children. They identify relevant improvements they want to make and develop a setting improvement plan.

Leaders follow safe recruitment procedures to ensure staff are suitable to work with children. Staff are experienced and well qualified, and leaders ensure mandatory checks and training such as Disclosure and Barring Service (DBS) checks and paediatric first aid are up to date. Leaders carry out regular staff supervision and appraisal meetings although targets set are not always purposeful in fully supporting staff development. The responsible individual is also the person in charge, and she is supported by a committee of volunteers.

Leaders work well with the school and other agencies such as the local authority. Leaders and staff develop strong partnerships with parents. They collect relevant information about children before they attend the setting to ensure they can meet individual needs. Parents we spoke to told us their children are very happy at the setting and are highly complimentary of the service they and their children receive.

| 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) |
| Standard 10 - Healthcare | Develop a system to better record signs, symptoms and action to take for any children with allergies or health needs. |

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) |
| Continue to develop observation and assessment systems in line with the Curriculum for Wales to further support planning for children's next steps in learning. |
| Further develop staff supervision and appraisal targets to ensure they fully support staff development. |

| 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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