



## Greenfield playgroup



Community Centre, School Lane Greenfield, Holywell, CH8 7HR



07543185504

**Date(s) of inspection visit(s):**

01/07/2025, 02/07/2025

### Service Information:

|   |   |
|---|---|
| Operated by:  | Greenfield playgroup  |
| Care Type:  | Children's Day Care   |
| Registered places:  | 25  |
| Main language(s):   | English   |
| Flying Start service:                                       | Yes   |
| Receive funding to provide early years part time education: | Yes   |
| Promotion of Welsh language and culture:                    | The service provider is not meeting the Welsh language and culture needs of people and this requires improvement. |

## Ratings:



Well-being

Good



Care & Development

Good



Environment

Good



Leadership & Management

Adequate

## Summary:

Most children are happy and have good opportunities to make choices and decisions about their play. Most children interact appropriately for their age and stage of development. They are busy active learners and show good levels of engagement. Most children have access to experiences which enable them to gain skills and develop their independence.

Staff successfully encourage healthy lifestyles and promote children's safety and well-being. Despite all staff having an emergency first aid qualification, nobody working at the setting holds a full paediatric first aid qualification. Staff are well qualified in childcare and very positive role models. They provide warm nurturing care and have an appropriate understanding of children with Additional Learning Needs.

Leaders follow effective procedures to ensure the environment is safe for children. The setting is warm and welcoming with most learning areas organised appropriately. Leaders ensure they

provide children with a good range of resources and activities. Staff are committed to using the outdoor area as much as possible. Leaders provide children with suitable furniture, toys and resources that are in a mostly clean and appropriate condition.

Leaders are reflective and run the setting adequately. The statement of purpose reflects the setting well. Leaders have good relationships with children, staff and parents. Staff feel supported and are encouraged to attend regular training opportunities. However, leaders do not ensure regulations are consistently adhered to. For example, leaders do not inform CIW of significant events occurring at the setting, required documents are missing from a regular volunteer's staff file and staff supervisions are not carried out.

## Findings:



### Well-being

Good

Most children have good opportunities to make choices and decisions about their play and learning. They choose what they want to play with, which friends they want to play alongside and whether they want to play indoors or outside. Children's opinions are consistently taken into consideration during play experiences. For example, if children request a particular toy or need more water, this is facilitated or if a child wishes to sing a favourite song, this is listened to and acted upon. However, when children ask for more food at snack time, this is sometimes not provided as there is not always enough for seconds.

Most children are happy and settle quickly on arrival. They have built positive relationships with staff which creates a trusting atmosphere where children feel safe and valued. Children happily invite staff into their play when doing activities such as building sandcastles and they welcome cuddles if they need reassurance or are upset. Children are familiar with some of the setting's routines. For example, they know to wash their hands before snack time and to gather on the carpet before going home.

Most children interact appropriately for their age and stage of development. Many smile when greeting their friends and enjoy showing each other their play. With support, many children are beginning to co-operate and are developing an understanding as to why sharing is important. A few help their friends during games. For example, they tell them to bend their knees as they run through the tunnel, so they don't get stuck. With a few gentle reminders, many children listen to and follow instructions appropriately.

Most children are busy active learners and show good levels of engagement. They love to explore the outdoors. For example, they smile and laugh with friends as they run around climbing and balancing on equipment. They enjoy making dinner in the mud kitchen. Many children concentrate for lengthening periods and show resilience by getting back up when they fall over. Older children take part in imaginative play experiences confidently such as pretending to ride the train to visit the fairies with their friends. Most enjoy joining in with Welsh songs and rhymes and sing with enthusiasm.

Most children have access to experiences which enable them to gain skills and develop their independence. For example, children are encouraged to do things for themselves such as turning the water dispenser on and off, helping to put equipment away and brushing up the sand. The children who attend the Early Entitlement sessions have a go at pouring their own drinks at snack time.



## Care & Development

Good

Staff successfully encourage healthy lifestyles and promote children's safety and well-being. For example, they provide children with healthy food and drink and offer plenty of opportunities to play outdoors and be active. Staff follow appropriate cleaning and hygiene routines. They complete accident and incident records appropriately and know the importance of sharing these with parents. Staff ensure there are enough staff working to meet the needs of the children and they complete children's and staff attendance records diligently. Staff understand their responsibilities to report child protection concerns and are familiar with the setting's safeguarding policy. All staff have attended the required safeguarding training and emergency paediatric first aid training. However, nobody working at the setting holds a full paediatric first aid certificate. The responsible individual informed us she had tried to book on to this training but there had been no availability, and she confirmed she would address this urgently. Whilst no immediate action is required, this is an area for improvement, and we expect the provider to take action. Policies and procedures are due to be reviewed and overall, they are generally understood and followed by staff. However, a few policies do not reflect the setting's current practice well enough, and the medication policy does not contain the most recent Welsh Government guidance in relation to the administration of liquid paracetamol.

Staff implement the setting's behaviour policy consistently and effectively. Staff are highly skilled at de-escalating situations in a calm and supportive manner, demonstrating a clear understanding of children's emotional needs. For example, when children show signs of frustration, staff respond with sensitivity, getting down to the child's level and helping them understand their feelings in a way that makes sense to them. They gently explain why they must not do things such as throw toys and explain why it is important to take turns. Staff provide children with regular praise for their efforts which fosters a positive and encouraging environment.

Staff are well qualified in childcare and very positive role models. They provide warm nurturing care and support children's emotional well-being effectively. Staff provide children with a range of engaging activities that meet their interest levels, and they make use of teachable moments successfully. For example, they demonstrate how to chop carrots and talk about how people cook them and eat them with a roast dinner. This allows children to understand where their food comes from, how it is prepared and how different ingredients come together to make the food on their plate. Staff show a good understanding of when to stand back, promoting the development of children's self-help skills. They observe and track children's progress successfully, but activity planning can sometimes be brief and lack detail.

Staff have an appropriate understanding of children with Additional Learning Needs. They work closely with specialist services if they feel children require further support. This ensures children make suitable progress.



## Environment

Good

Leaders follow effective procedures to ensure the environment is safe for children. For example, staff ensure the main entrance to the setting is kept locked and all visitors are authorised and recorded in the visitor book. The outdoor area is secure, with staff carrying out daily checks to ensure this area is safe before use. Leaders complete effective written risk assessments and review these frequently. The setting is clean and appropriately maintained.

Leaders ensure the setting is warm and welcoming. Walls are decorated in natural tones which helps create a peaceful space. Most learning areas are organised appropriately and facilitate children's play and learning well. There is plenty of room for children to move around and a space for children to rest or take part in quieter activities such as reading. Most resources are stored in a way that is easy for children to access themselves which allows them to follow their own lead. Leaders ensure there are a suitable number of toilets, potties and wash basins for the number of children attending. Coat pegs are located at the children's height which encourages independence. However, there are very few examples of children's work displayed.

Leaders ensure they provide children with a good range of resources and activities that encourage exploration and the development of other key skills. For example, staff use role-play materials to develop children's social and imaginative play. They are developing the use of open-ended resources such as crates and planks of wood which encourages children to problem solve and invent their own play. Staff have improved the resources in the home corner by providing some real-life items which stimulate curiosity and staff encourage children to use these to make sense of the world around them.

Staff understand the benefits of outdoor learning and are committed to using this area as much as possible. They ensure it offers a variety of play opportunities. For example, there are digging and scooping opportunities in the sandpit which promote fine motor skills and hand-eye co-ordination. The hard surface area allows children to use ride-on toys, developing gross motor skills, balance and spatial awareness. The mud kitchen encourages imaginative play and language development.

Leaders provide children with suitable furniture, toys and resources that are in a clean and mostly appropriate condition. However, culturally diverse resources only tend to be made available during specific cultural festivals or celebrations rather than being integrated into the daily learning environment.



## Leadership & Management

**Adequate**

Leaders are experienced and motivated. The statement of purpose reflects the setting well and, after some minor amendments, the document contains all the required information.

Leaders ensure staff work towards a shared vision and roles and responsibilities are clearly defined. Leaders understand the NMS and are familiar with their regulatory responsibilities. However, they do not allocate sufficient time for monitoring whether the setting adheres to regulations, resulting in some regulations not being followed. Leaders had not informed CIW of significant events since 2022 which they are required to do by regulations. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Leaders complete their annual quality of care review appropriately, including gathering viewpoints from parents, children and staff. They use these to reflect on the setting's strengths and areas for development and set targets for future improvements. Leaders have beneficial links with a range of professionals and work well with the Flying Start Advisory team and Early Entitlement teachers which helps support and develop their practice.

Leaders manage staff appropriately. They ensure staff are deployed effectively, staff ratios are in line with the NMS, and leaders ensure children's needs are met. Leaders follow safe recruitment procedures when appointing new staff. However, some required documents are missing from a regular volunteer's staff file. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Leaders conduct appropriate annual appraisals. They encourage most staff to attend mandatory training which helps them keep up to date with the latest policies, procedures and practices. Staff enjoy their work and feel well supported. However, leaders do not carry out staff supervision. Supervision is important because it encourages staff to regularly reflect on their practice and promotes professional development. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Leaders have developed positive relationships with parents and carers. They share the children's targets with parents each half term and keep parents updated when these are reviewed. They also share electronic photographs of children's activities periodically. However, leaders do not share enough daily information with parents such as what children have eaten, what activities they have taken part in, toileting information and how their mood has been. Parents are very happy with the care provided and tell us staff are approachable. Leaders provide children with suitable opportunities to learn from and be part of their local community by taking children on outings.

## Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

| Summary of Areas for Improvement   | Date identified |
|--|-----------------|
| The person in charge has not attended the full paediatric first aid training course. In the event of an emergency, she may not be able to respond as effectively as she could do if she had received the training. | 01/07/25        |
| Leaders do not conduct staff supervision frequently enough. Supervision is essential for ensuring children's safety, promoting their well-being and supporting staff in their roles.                               | 01/07/25        |
| The responsible individual does not notify CIW of significant events occurring at the setting and CIW are therefore not able to monitor the setting appropriately.   | 01/07/25        |
| The responsible individual does not gather required documentation prior to volunteers working at the setting. This means they may not be suitable for their role.  | 01/07/25        |

**CIW has not issued any Priority action notices following this inspection.**

## National Minimum Standards

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.

| Standard   | Recommendation(s)  |
|--|--|
| Standard 23 - Equipment                          | Ensure culturally diverse toys and resources are readily available so that children can access them frequently.  |
| Standard 11 - Medication                         | Ensure the setting's medication policy is in line with the latest Welsh Government Guidance in relation to the administration of liquid paracetamol.     |
| Standard 6 - Working in partnership with parents | To further develop communication with parents by providing daily updates on their child's mood, activities undertaken, toileting habits and food intake. |

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