Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Hawkesbury Pre-school Playgroup

Hawkesbury Community Centre
Mill Lane
Buckley
CH7 3HA



Date Inspection Completed

22/11/2024

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About Hawkesbury Pre-school Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Hawkesbury Pre-School Playgroup
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	Post registration inspection
Is this a Flying Start service?	No
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 at Hawkesbury Playgroup. They confidently decide and choose activities and where they play. Children have good relationships with one another and staff. They enjoy a variety of opportunities, with suitable play provision both inside and outside.

Staff understand and implement most policies and procedures to promote safety for children. They interact and engage successfully, using positive reinforcement regularly. Staff are calm and caring. They know the children very well. Staff provide and support a range of play and learning activities.

Leaders have effective policies and practices in place. They ensure the environment is suitably safe, secure, and well maintained indoors and outdoors. Children access a variety of activities and resources, most of which are freely available to them.

Leaders have a good understanding of the Regulations and National Minimum Standards. They have a clear vision, working to drive improvement and practice at the setting. Nearly all staff members are long-standing, they complement one another's strengths, promoting a small, effective team.

Well-being — Good

Children have good opportunities to make choices and decisions and have their voice heard. They freely decide what activities and resources they want to play with from what is available to them. We saw a child proudly share their artwork and explain to staff, *"this is mummy, daddy and our house!"* Children choose to play in the home corner and enjoy engaging with remote control cars. We heard children confidently ask for *"more milk*" during snack time. They tell us they enjoy playing at the setting and confidently engage in conversations, confirming their favourite things to play is 'rectangles'.

Children are happy, settled and generally cope well with separation from their parents or carers. Children who are a little unsettled are given reassurance and support by staff who know them well. Children know the routine and follow instructions successfully. For example, lining up to wash hands prior to snack. Children have positive relationships with each other and staff. We saw them laugh and smile whilst playing with a robot. They positively engage with one another. For example, one child got their friend a tissue when they sneezed. Children are beginning to show an awareness of empathy and support their friends with a cuddle when they feel sad.

Children enjoy their time at the setting. They interact with each other and adults well, in line with their age and stage of development. We saw children being creative with playdough and take turns when playing interactive games on the settings tablet. Children are active, engaged and play together well. They sit nicely at the table whilst having snack and help to pour their cereal. Children explore the environment and engage in mostly child led activities, with adult support and engagement.

Children are interested in their play and learning. They access a range of opportunities within the setting and follow their own interests most of the time. We saw children engage in role play, ringing the doctors when their dolls were poorly. They competently and imaginatively build robots out of junk modelling equipment, proudly counting in Welsh and English during their play. Children interact and sing songs, supported by staff. For example, singing 'rock a bye baby' whilst playing in the home corner.

Children are developing basic independence skills. The recent intake of children is continuing to learn new skills. However, this could be further developed. Children wash their hands and use the bathroom whilst accompanied by staff. Children help to give out bowls at snack time and feed themselves, competently using cutlery. They are learning to put on their own coats and wellies when leaving the setting, with staff support if required.

Care and Development — Good

Staff understand and implement nearly all policies and procedures to promote the safety and wellbeing of children. Staff have a good understanding of their role in protecting children and answer safeguarding scenarios suitably. Staff have completed mandatory training, including, child protection, first aid, and food hygiene. Accident and medication forms are complete by staff and countersigned by parents. Following our inspection, leaders confirmed they will implement incident records. Appropriate contracts and consent forms are in place. A healthy mid-morning or mid-afternoon snack and drink is available. Children who attend lunch club, have a packed lunch provided by parents. There are basic systems in place to meet allergy and dietary needs. Overall, suitable cleaning and hygiene practices are in place. We saw staff clean tables and support children in hand washing after using the toilet and prior to snack. Although, hand washing for children and staff was inconsistent prior to lunch. Staff use hand sanitiser regularly throughout the session.

Staff understand the behaviour management policy and implement positive strategies. They use positive reinforcement, encouraging children through praise. We heard staff say, *"Well done, fab eating-good lad", "Da lawn",* and *"You did it, well done!".* They encourage children to follow rules and remind them to *"walk slowly inside".* Staff promote good manners, reminding children to say 'please' and 'diolch'. Staff are caring and responsive, they know children well. There are strong attachments with children and staff, they explain *"Auntie will be back soon"* when taking other children to the toilet. Interactions are positive, demonstrating warmth, kindness, and patience. Staff engage and interact at children's level, sitting on the floor whilst playing with them. At snack time, they sit with them and encourage children to eat well. They support children in their learning. Asking open ended questions to support children's further thinking. For example, when using remote control cars, they ask *"Where do you think it will drive better?"* providing different materials on the floor. Staff promote thinking skills by prompting children, *"That's not working…can we try something else?"* when building robots.

Staff provide a range of play and learning opportunities, most of which is child led, with adult support. They are developing their practice in line with the Curriculum for Wales and are aware of the need to 'step back' and support as needed. Staff know children well and gain information prior to them starting at the setting. They complete developmental records, which review children's achievements, and link to their next steps. This is an area staff are working on to embed consistently at the service. Planning covers topics and themes and recognises possible focus areas from children's observations. Staff introduce basic Welsh with children. For example, praising children in English and in Welsh, alongside counting and recognising colours bilingually. They work in partnership with parents and other professionals where they recognise children have emerging needs.

Environment — Good

Leaders ensure the environment is safe, secure, and well maintained. There are systems in place to ensure the main door is locked, as well as the internal playroom door being secure when other groups access the community facilities. The children mostly access the smaller room within the centre. All visitors to the playgroup sign in. There are a range of risk assessments, including many aspects of the setting, alongside specific risk assessments for, activities, and the *"walking bus"* to school. Following our visit, these have been further developed to include loose parts and to reflect the astro turf within the outside play area. Staff complete and record daily health, safety, and cleaning checks. Regular fire drills are complete at different times of day. Appropriate electrical, fire extinguisher and boiler safety checks remain current. Effective cleaning routines are in place.

Leaders ensure the pack away service provides a range of opportunities for children. The indoor play areas provide children with space to freely move, with zoned areas for different play. There are toilet facilities available through the corridor from the play area, with systems in place for children to access with supervision from staff. Much of the equipment is provided to children, so they can choose activities to follow their interests independently. More equipment is stored within the cupboards which are provided at children's requests. The outdoor play space has undergone recent developments, including an undercover area, astro turf and an enclosed bark area surrounding a tree. There are a variety of resources and play opportunities, much of which is accessible to the children. Including, ride on toys, sensory play and den building. Children did not access this during our visit, due to extreme weather conditions. The setting has wet weather gear for children. There are doors directly from the playroom into the secure garden area, staff confirm free flow is normally encouraged during better weather.

Leaders provide a suitable range of developmentally appropriate play and learning resources. Due to the setting being pack a way, all the provision is set up daily. Many of the resources are available for children to access and choose where they want to play. Staff provide resources which contribute to children's learning. For example, through role play, construction play, sensory and creative activities. These promote children's curiosity about wider society, celebrating equality and cultural awareness. At present the setting are developing and extending their equipment to reflect more authentic and 'real life' provision.

Leadership and Management — Good

Leadership at the setting is strong, there is support from an experienced committee and Responsible Individual. Each member is aware of their role and responsibility, they are very organised and meet the National Minimum Standards and Regulations. They engage positively with CIW and generally inform us of changes at the setting via the online portal. Following our inspection visit, a recent staff matrix and up to date Statement of Purpose has been provided. Leaders ensure clear regulatory records are in place, such as registers for children and staff, contracts, and consent forms. Following our visit, registers now include times of children's attendance. Policies, procedures, and documents are regularly reviewed. They have appropriate public liability insurance and are registered with the ICO (Information Commissioners Office).

Leaders have effective self-evaluation systems in place. They seek the views of children and parents, reflecting on what they do well and how they can improve. They access grants and funding to support the provision and work with other professionals to develop the setting and staff further. There are opportunities for staff to undertake training and continual professional development is provided to staff.

Leaders follow robust recruitment processes to safeguard children. There are recruitment procedures and suitability checks in place. Many staff are long standing members of the team and or committee, there is a low staff turnover at the setting. All staff have current and up to date Disclosure and Barring Service (DBS) checks. The responsible individual is currently in the process of having a new DBS check undertaken. Staff have support from their leader and committee members. Basic regular supervisions are complete, alongside more detailed annual appraisals. Formal and informal team meetings regularly take place. The small tight-knit team work closely with one another, complimenting one another's strengths, promoting an effective team.

Leaders have established relationships with parents and carers. They link with a range of professionals, which enhances the provision. For example, seeking grant funding to develop the environment. Parents are kept informed of their children's development and receive regular updates through an interactive app. Verbal discussions take place at the start and end of the sessions, with an open-door policy in place. As part of the inspection process, we gained feedback from parents and children. Comments were very positive, including, *"I love playgroup, playing games and making new friends. The people that look after me make me feel safe and welcome".*

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 inspection	N/A

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	Promote consistent hygiene practices in relation to hand washing prior to meals.

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 children's independence skills

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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