Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Kerry Playgroup

St Michael's School
Kerry
Newtown
SY16 4NU



Date Inspection Completed

25/03/2025

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About Kerry Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Kerry Playgroup
Registered places	15
Language of the service	English
Previous Care Inspectorate Wales inspection	[Manual Insert] First inspection since registration
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	**Adequate**
Leadership and Management	**Adequate**

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

Summary

All children are happy and settled. They make choices and decisions about what and where they play freely. Children have good relationships with one another and staff. They enjoy a good range of opportunities, both inside and outside.

Staff understand and implement policies and procedures to promote safety for children. They positively interact and engage with children, using behaviour management strategies when necessary. Staff provide a range of play and learning activities and they know the children well.

Leaders have appropriate policies and practices in place and generally ensure the environment is suitably safe, secure, and well maintained indoors and outdoors. Children access a range of activities and resources, which are readily available to them.

Leaders have a good understanding of the regulations and national minimum standards. They have a clear vision and are keen to drive improvements. The responsible individual has a good vision for the nursery and is committed to providing quality childcare. She supports staff well and leaders and staff develop close relationships with parents.

Well-being — Good

Children make choices and happily move around the environment. They access the areas of learning and resources they want to play with freely. Children confidently speak to others and communicate with staff well, as they know they will be listened and responded to appropriately. For example, children asked staff to join them in building a train track.

Children settle well. Those new to the service, who may be a little apprehensive, receive the support and comfort needed to allow them to become more relaxed and comfortable in their surroundings. Children are familiar with the environment, and the displays of some of their work, helps them to gain a sense of belonging. Children are familiar with the routines. For example, washing hands before snack and collecting a cup and plate prior to snack time.

Children interact well and enjoy playing together. They learn to share space and resources appropriately for their ages and stages of development. For example, children took it in turns pushing a doll in a pushchair, whilst others waited patiently to ride on the bike. Nearly all children respect each other and the resources, using them appropriately and returning them when they have finished.

All children enjoy the activities available and actively engage in play experiences they have chosen. For example, children were smiling and laughing when they built a train track together and two trains crashed and fell off the track. Children are keen to share their experiences with staff and us and confidently explained, what they were doing and where they wanted to play. They focus on activities and their play for suitable lengths of time for their ages and stages of development.

Children are able to develop some independence as they can access resources and areas they want to play and can put their coats on before playing outdoors. Children happily and confidently use equipment without asking for help or support. However, opportunities are missed during snack time to further promote independence.

Care and Development Good

Staff understand their roles and responsibilities to keep children safe. They implement the settings policies and procedures and know what to do should they have any safeguarding concerns about a child. Leaders ensure ratios are met. However, it was noted that an extra member of staff was needed to provide support for specific children and completing routine tasks. Staff ensure relevant records of accidents and incidents are recorded and shared with parents, and suitable systems for administering medication are in place Staff told us they and the children know how to evacuate the premises in an emergency by conducting and recording fire drills at regular intervals. However, these are not recorded formally. Staff complete daily routines to help keep the environment clean and prevent the spread of germs. For example, when wiping tables before mealtimes and promoting handwashing prior to snack time. Staff provide some opportunities for children to be active and get fresh air, with the outdoor areas being regularly accessible. They complete appropriate records for accidents, incidents and any injuries children may arrive with, which they then ask parents to sign. Staff notify parents of relevant information. Staff provide and prepare healthy meals and snacks on the premises daily and menus are organised so that food does not include any of the allergens when relevant children attend.

Staff support and encourage children's speech and language skills through interactions and responding well to children's attempts at communication. Staff have a caring manner. For example, we saw them provide lots of comfort and support to all children. Staff got down to children's level when communicating with them and when playing alongside them, which supported the children's understanding. We heard lots of conversation and enjoyment as they read books together. Staff take opportunities to extend children's learning through play.

Overall, staff meet the needs of children effectively. They provide a play-based provision which allows children to choose and lead their own play and learning. Alongside child led play, staff plan some activities daily around a broad theme or development area which children can choose to join in with. Staff engage well with children in their play and take opportunities to support and extend their learning. They chat with children as they play, during mealtimes or when changing nappies which supports their language development well. We heard a little incidental Welsh used during the inspection visit. Staff observe children and track their development. However, these are not always formally recorded. Staff are involved in planning and sharing ideas with people who run the service.

Environment	**Adequate**

Leaders ensure the environment is safe, secure, and well maintained. The main door has a doorbell, and all visitors sign in. However, risk assessments relating to outdoor activities are not completed therefore identifying potential hazards are missed. Staff complete daily indoors health and safety checks, and effective cleaning routines are in place. However, there is a need to de clutter areas of the room providing sufficient space enabling children to move around more freely and explore.

Leaders provide a flexible and stimulating learning environment. The indoor play space is reasonably organised with areas providing an opportunity for relaxation, curiosity and imaginative play. Staff ensure all equipment is stored at low level for children to access independently. The outdoor play space has a range of opportunities however free access to outdoor play is not currently available.

Leaders provide a range of quality, developmentally appropriate play and learning resources. This ensures children have plenty of variety and choice. They provide resources for all ages and stages of development, which contributes to the children's all-round development. For example, through role play, construction play, sensory and creative activities. Resources in the home corner for the older children are real items, and some resources promote cultural awareness and diversity. The responsible individual told us they are developing these resources along with those of natural materials and those that children can use more flexibly.

Leadership and Management — Adequate

Leaders engage positively with Care Inspectorate Wales (CIW) and are keen to drive improvement. There is a strong vision for the setting, which is shared with others. Leaders inform CIW of any significant events and keep us up to date with changes via the online portal. The statement of purpose and policies and procedures do not contain up to date and relevant information therefore parents do not have an up to date and accurate picture of the setting. This is an area for improvement, and we expect the provider to take action.

There are some regulatory records are in place. Staff complete registers for children and themselves when attending the setting. However, these are recorded in a diary and do not include times in and out. Detailed contracts and information are held for each child along with consent forms for a variety of activities at the setting. They have a current Information Commissioner's Office certificate, alongside appropriate public liability insurances.

Leaders ensure that there are effective self-evaluation systems in place. They seek the views of children, parents, and other professionals. Within the review they reflect upon what they do well and how they can improve. Leaders are good role models and provide a supportive and effective working environment. There is a strong team ethos at the setting.

Generally, leaders follow recruitment processes to safeguard children. There are recruitment procedures and suitability check in place. All staff have current and up to date Disclosure and Barring Service (DBS) checks. However, not all staff files contain all required information prior to starting at the setting. Staff have infrequent support from their manager, with minimal supervisions and appraisals being completed. While no immediate action is required, these are areas for improvement, and we expect the provider to take action.

Leaders have established relationships with parents and carers. They have support from professionals, which enhances the provision for children and families attending the setting. Parents are kept informed of their children's day via verbal discussions and closed social media groups.

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 provider must review, update and provide CIW with a copy of the statement of purpose to ensure the document reflects the current service provided.	25/03/25
The provider must ensure all staff have appropriate formal supervision and appraisal meetings so they can reflect on their strengths, practice and discuss any concerns.	25/03/25
The provider must ensure full information and documentation is obtained to evidence the suitability of staff to work with children.	25/03/25

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 24 - Safety	Risk assess and manage individual activities and play opportunities to balance the risk of harm against benefits to the child.

Best Practice

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.

Recommendation(s)
To formally record the fire drills to includes lessons learnt
Review all policies and procedures ensuring they contain all up to date information regarding the service and staff.

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