Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

The Margaret Barnard Playgroup Association

Bryncrug Primary School
Bryncrug
Tywyn
LL36 9PR

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

19/03/2024

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About The Margaret Barnard Playgroup Association

Type of care provided	Children's Day Care Full Day Care
Registered Provider	The Margaret Barnard Playgroup Association
Registered places	45
Language of the service	Both
Previous Care Inspectorate Wales inspection	This is the first inspection post registration
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the 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, settled and make choices about how to spend their time. They are confident and feel secure in the setting as they are cared for by staff with whom they have formed positive relationships. Children enjoy the activities available to them and they concentrate well on tasks.

Staff understand their responsibilities about keeping children safe and healthy. Staff know the children well and speak with them in a warm and friendly manner. They manage interactions calmly and positively and plan a variety of stimulating play experiences to help children develop good social skills.

People who run the setting ensure all the areas used by the children are safe and welcoming. Toys and resources are of good quality and provide plenty of opportunities for the children to learn and develop their skills. People who run the setting ensure children have plenty of opportunities to learn about the world around them by providing a good variety of natural and recycled materials and real-life objects.

People who run the setting manage the service effectively. They ensure staff receive appropriate training to support children and their individual needs. They ensure safe recruitment checks are in place to safeguard children. People who run the setting endeavour to provide a high-quality service to children and their families.

Well-being	**Good**

Children are good communicators and have a strong voice. They are confident in making their own decisions about what they want to do and where they want to play. Children are aware of the different choice of activities, so that they can confidently decide what they want to do. Some children enjoyed making Easter shapes and characters with the playdough whilst others chose to dress and take care of their dolls, showing empathy by pushing the dolls gently in the pushchair and telling other to talk quietly as the baby is sleeping. Children who chose to play alone on the mat were left to play and observed from afar.

Children feel safe and secure, they show excitement and thoroughly enjoy their play. They have a strong sense of belonging and they are forming positive attachments with each other and staff. Children are very confident expressing themselves because they receive lots of attention from staff who genuinely consider and respect their wants and needs. Some children play together whilst others play independently, and others engage with a member of staff in their play. For example, children are excited to hide little plastic eggs for their friends to search for on an Easter egg hunt. Children hop around to hide the eggs imagining they're the Easter bunny calling "*boing, boing, boing*" as they go.

Children's behaviour is good and interactions between them are positive. They are beginning to understand the importance of sharing and waiting their turn. Children interact well with staff; they cooperate enthusiastically and listen to their requests. For example, the children went to wash their hands after playing outside as it was time for lunch. Many children know routines well, which gives them a sense of security. We saw children give staff big cuddles when they arrive at the setting from school sharing with the staff their stories from their day. Children laugh and smile whilst playing, showing they are happy and enjoy themselves.

Children are curious learners who are engaged in their play and learning for extended periods of time. They eagerly enjoy the wide range of real-life opportunities and experiences; confidently exploring the resources and using their imagination. For example, a child enjoyed zooming around outside using the ride on cars and shouting "*beep, beep*" other children enjoy peeking through the binoculars, explaining that they are looking for birds in the trees.

Children have many opportunities to develop their independence skills. For example, they wash their hands and access the bathrooms independently, or with support if needed. Children competently get ready for lunch and use cutlery to feed themselves and support staff with tidying up. They are learning to take their coats and wellies off when returning from outside play.

Care and Development	**Good**

Staff have a good understanding of their responsibilities to safeguard children; they have all received training on safeguarding children. Staff we spoke with were confident in the correct steps to follow should they have a concern about a child. Most staff have current paediatric first aid certificates and any accidents or incidents that do occur are recorded effectively and shared with parents.

Staff encourage healthy lifestyles by providing plenty of opportunities for physical activity and for children to spend time outdoors in the fresh air. Good hygiene is promoted, with staff encouraging and supporting all children to wash their hands as needed. During nappy changes staff ensure they preserve the dignity of children and make the children feel comfortable and relaxed. However, during nappy changes staff do not always wear a disposable apron and gloves. A range of healthy snacks are available for children and efficient systems are in place to ensure staff are aware of children's individual dietary requirements.

Staff speak to children with warmth and affection. They provide comfort and reassurance when children need it and treat them with respect. They encourage positive interactions using highly positive and effective strategies, giving clear instructions whilst explaining to children when their behaviour is not appropriate. For example, when children did not want to share toys, staff supported children to compromise with each other so that each child could have a turn, gently explaining why it was important to share. Staff modelled positive interactions throughout the day, with plenty of praise given for good behaviour, completing activities, and trying new things.

Staff know the children well and respond to their individual needs effectively. Comprehensive details about children's preferences and individual needs are sought prior to them starting. This information, as well as a developing system to plan in the moment, is beginning to be used to plan a variety of stimulating activities and experiences for children. Staff are beginning to implement a key worker system to enable them to conduct more regular observations on children. Staff have effective systems in place for communicating with parents keeping them well informed about their child's time at the setting.

Environment — Good

People who run the setting have effective measures in place to ensure everyone fully understands their responsibilities in relation to the safety and welfare of children. They ensure the environment is safe, secure, and well maintained indoors and outdoors. People who run the setting ensure they always lock the doors. Children, visitors and staff are routinely signed in and out of the building. They complete detailed risk assessments that cover every aspect of the environment. However, recommendations from the registration report in relation to strengthening the safety of the glass in the internal doors remains outstanding.

People who run the setting ensure staff supervise children well. They understand the difference between acceptable and unacceptable risks for the ages, needs and abilities of children they are caring for. They complete regular fire drills and maintain detailed records to ensure that all staff and children can evacuate the building quickly and safely in the event of an emergency. People who run the setting complete daily checks of the premises and all maintenance checks for the building and appliances are up to date. However, on the day of the inspection visit the hot water taps in the toilet facilities were unusable to the children due to a leak.

People who run the setting make good use of the available space; and provide learning spaces for children to explore as well as areas to rest or have quiet time. The outdoor space is fully enclosed, and children use this space throughout their time in the setting. People who run the setting care for children in an environment that meets their needs and enables them to be creative and explore confidently and independently.

People who run the setting create a stimulating play environment for the children with plenty of resources available to enhance their curiosity and interests. They ensure children can easily access a broad variety of resources and equipment to stimulate and interest them. For example, there are sensory resources for younger babies, selection of Welsh and English story books, small world play and craft areas. People who run the setting ensure the furniture and resources are suitable for the developmental needs of all the children.

Leadership and Management — Good

People who run the setting engage positively with CIW and are keen to drive improvement. There is a strong vision for the setting, which is shared with others. People who run the setting inform CIW of any significant events and keep us up to date with changes via the online portal. An accurate Statement of Purpose provides a clear overview of the provision on offer.

They ensure regulatory records are in place. They complete registers for children and staff at the setting. Thorough contracts and information are held on each child along with consent forms for a variety of activities at the setting. Policies, procedures, and documents are regularly reviewed. They have a current ICO certificate, alongside appropriate public liability insurances. There are effective self-evaluation systems in place. They seek the views of children, parents, and other professionals. Within the review they reflect on what they do well and how they can improve. People who run the setting lead by example, providing a supportive and effective team working environment. There is a strong team ethos at the setting.

People who run the setting follow robust recruitment processes to safeguard children. There are recruitment procedures and suitability checks in place. All staff have current and up to date Disclosure and Barring Service (DBS) checks. Induction is complete. At the time of inspection, some staff files inspected did not have two references. However, we received evidence that these were in place immediately following inspection. Most staff have support from their manager, with regular appraisals undertaken. However, staff supervisions are not always completed or recorded formally. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Team meetings take place regularly. Staff told us that they can go to the responsible individual or person in charge at any time to discuss any problems or training needs. People who run the setting ensure they continually meet the required numbers of suitably qualified staff to care for children safely.

People who run the setting have established relationships with parents and carers. They have support from professionals, which enhances the provision for children and families attending the setting. They seek grant funding to develop the provision, which benefits those attending.

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

29	Ensure all staff receive both regular and recorded supervision and appraisal meetings.	New

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	Ensure full personal protective equipment (PPE) is worn when dealing with bodily fluid especially during nappy changes.
Standard 22 - Environment	Repair the taps in the toilet facilities to provide hot and cold water.
Standard 22 - Environment	Implement the recommendation suggested within the registration report in relation to placing a safety film on the glass of the internal doors.

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 and implement the principles of the curriculum for Wales.

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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