



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Clase Caemawr Family Centre Playgroup

1-3 Beacons View Road

Clase

Swansea

SA6 7HJ



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Description of the service

Clase Caemawr Family Centre Playgroup provides care for a maximum of 10 children aged 2 to 3 years. It is held in a ground floor play room at the Family Centre and has direct access to an enclosed outdoor play area. The hours of operation are 9am to 11.30am, Monday, Tuesday, Thursday and Friday, term time only. The playgroup has been registered since 2011 and the registered provider is Swansea & Brecon Diocesan Board for Social Responsibility Ltd, a registered charity that provides a range of child and family support services in the area. The responsible individual on behalf of the provider is Cherrie Bija and the person in charge is Amanda Cutliffe. The service is provided in English with some incidental Welsh.

Summary of our findings

1. Overall assessment

Children are happy, settled and developing well at the playgroup. The environment is safe and secure and well maintained. Children have free access to a good range of toys and resources and they experience a variety of interesting activities to support their learning and development. Staff are caring and very enthusiastic and undertake relevant training to support them in their work. Resources and staff are managed well. Leaders work in partnership with parents to ensure that children's needs are identified and addressed. Parents told us that they are very happy with the service and feel that their children have developed significantly since joining the playgroup.

2. Improvements

There was evidence of ongoing improvement and investment in the service. At the previous inspection, we (CSSIW) asked the registered person to:-

- carry out annual quality of care reviews and make reports on the quality of care available;
- update the statement of purpose to reflect changes;
- ensure surnames are recorded on records of accidents; and
- to improve fire drill records.

We found that leaders had addressed all of these matters.

The service was undertaking the Healthy Pre-School Award in healthy eating and had supported parents with cookery classes as part of this, which benefitted the children.

3. Requirements and recommendations

We recommend that leaders:

- Provide additional resources which promote diversity and a multi-cultural society;
- clarify the age range of children in the statement of purpose and quality of care report;
- clarify the role of CSSIW in the complaints procedure;
- ensure parent contracts include the days that children attend and the correct telephone number for CSSIW;
- include information about the Prevent Duty in the safeguarding policy and procedure and staff training; and
- monitor children's development records to ensure that they are updated regularly.

1. Well-being

Summary

Children enjoy attending and settle quickly. They are listened to and their contributions are valued. Children have a good choice of activities and experience warm and caring relationships. They are developing well and are becoming independent.

Our findings

1.1 To what extent do children have a voice?

Children are listened to, express their views and make choices.

Children choose what to do, where to play and what to play with. They choose to play in different areas in the playroom and there is a good range of resources and activities available to them. Toys, equipment and resources were arranged so that children could help themselves. We saw that children were confident to choose their play. We watched children developing their play whilst pretending to pour tea for staff, building towers with blocks and putting together train tracks. We saw them choose trikes, scooters and cars to ride on in different directions and up and down a ramp outside. We saw that children also made choices whether they wanted milk or water and second helpings of snacks. Children knew that they would be listened to and confidently expressed their wishes. For example, we heard children choosing the story and the songs to sing and this was agreed by staff.

Children make choices confidently and are listened to, which promotes their self-esteem.

1.2 To what extent do children feel safe, happy and valued?

Children are happy and settled and have good bonds with staff.

We saw that children arrived happily at the service; they moved around with confidence and settled quickly. There was a relaxed atmosphere and children played alone, in pairs and groups. Children approached staff readily, they asked questions during activities, asked for assistance when needed and smiled happily when praised for their efforts and contributions such as doing the right actions to songs, answering questions about the weather and eating their snack. We saw that children who were still adjusting to the playgroup received close attention, support and cuddles to help them settle. Many activities and routines had an associated song or jingle and we saw children knew the songs and joined in enthusiastically with songs about the weather in circle time, and 'This is the way we brush our teeth'. There were photos of children and their art work around the walls, which helped them have a good sense of belonging.

Children feel very safe, happy and valued.

1.3 How well do children interact?

Children interact well with each other and with staff.

Children played happily together. During discussion time at the start of the session, the children sat together and listened to what each other had to say about the weather and how

they were feeling that day. Children followed staff's requests and waited patiently and in line to wash their hands. We saw that children co-operated and worked well with staff and with other children to build towers of blocks and to put wooden train tracks together. They concentrated on a group activity with home-made play doh and passed the cutters and shared the rolling pins when asked. Children's behaviour was generally very good, we saw very minor sharing disputes but they were quickly sorted out with the support from staff who reminded them about 'sharing' and 'being kind to each other'. The children mostly remembered to say 'please' and 'thank you' to each other and to staff without being prompted.

Children are learning the importance of sharing and turn taking in preparation for more formal education.

1.4 To what extent do children enjoy their play and learning?

Children are very interested in their play and learning and gain a sense of achievement.

On arrival children were excited, some ran into the playroom and most of them went independently to their favourite area or to staff. We saw them enjoying free play as well as structured adult-led activities. Children engaged in their activities for a suitable length of time and we saw and heard them humming, smiling and laughing. They were very attentive during circle time and all contributed to the discussion about their feelings, the day and the weather. Children smiled as they put their hands up, eager to answer questions and to choose the day of the week and the picture for the weather for display. We saw them joining in songs and singing fervently. Children smiled when we asked if they enjoyed coming to the playgroup and told us they liked the toys and activities. They were proud of their art work and we saw children eager to tell their parents about their day when they were collected.

Children benefit from a range of play opportunities which promotes their all-round development.

1.5 How well do children develop, learn and become independent?

Children have good opportunities to learn and become independent.

Children told us about their favourite activities and described a collage they had made about healthy eating. We saw the children singing songs and joining in eagerly with familiar responses, repeated phrases, actions and counting in both English and in Welsh. Children were developing their self-help skills; they followed a teeth cleaning programme every session and most of them washed and dried their hands without adult support. Staff usually served the snacks and placed them on the children's plates. We discussed how snack time could be an opportunity for children to become more independent if they could take what they wanted to eat from the food set out and the staff agreed to try this. Parents told us that their children had made very good progress at the playgroup. One parent said, "She has come on great. She talks and sings all the time now and is doing much more for herself".

Children are developing well and are becoming independent.

2. Care and Development

Summary

Staff are caring, competent and responsive to children's needs. They work as a team to promote children's health and safety and they provide children with a suitable range of activities to help them to develop. Staff manage children's behaviour well.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff keep children safe because they follow the policies and procedures and know their responsibilities.

Staff were aware of how to keep children safe and healthy. They had attended safeguarding and paediatric first aid courses and they knew what to do if they had concerns about a child or in the case of an accident. Staff followed health and safety procedures and made daily records of their checks on the toys and equipment in the playroom and outside areas and the cleanliness of the toilets, to keep children as safe as possible. We heard staff giving safety messages to children, such as 'take care' and 'sit on the bike/ chair properly' and 'take your time, don't run'. We saw good hygiene practice, for example, we saw that staff washed the tables before and after snack time and used gloves when changing nappies. Staff encouraged healthy lifestyles. The service was taking part in a healthy eating award and children were offered water or milk and a healthy snack in each session. On the day we visited, children could choose from bread and butter, ham, cheese and banana. We saw records of children's allergies, likes, dislikes and cultural diet needs and staff were aware of individual children's needs and preferences during snack time. Staff encouraged children in self-care such as brushing their teeth and washing hands and in active play outside whenever possible.

Staff promote children's health and safety effectively.

2.2 How well do practitioners manage interactions?

Staff are good role models for the children and ensure that children understand the importance of sharing, taking turns and being kind to each other.

Staff spoke politely to each other and to the children. They were interested in what the children had to say, gave them time to respond and were consistent in encouraging and reinforcing good behaviour. We heard lots of praise and encouragement such as 'Well done!' and 'Good hands!', 'Good boy/girl for sharing' when children were kind to others or responded politely with 'yes please'. Staff managed minor behaviour and sharing disputes well; we saw them gently intervene to resolve the issues and they got down to the children's level to do this. Staff encouraged children to sit together, for routines such as snack time, brushing teeth and circle time, in order to prepare them for more formal education. We heard staff singing and whispering to gain children's attention with very good effect. We saw that children responded well, listened and cooperated.

Staff manage children's behaviour well and this supports their social development.

1.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff ensure they get to know the children well and as a result they are able to meet their care needs and plan activities to meet their individual needs.

Before children commenced, parents completed a registration form for their child/children. The information included the child's needs, routines, likes, dislikes and behaviours, which helped the staff to settle the children. We spoke to the staff present in the service and they were familiar with the needs of individual children. Each child had a keyworker and an individual plan with clear learning and development targets and we saw that staff observed the children they were responsible for and noted progress made at the end of the session. We saw that staff monitored children's facial expressions and body language to determine their needs. For example we saw staff responding when children demonstrated that they needed a nappy change or the toilet. We saw that staff shared relevant information with other staff and provided a good balance of child and adult led activities. We saw staff extending children's learning by encouraging them to count and name shapes and colours while they were playing with building blocks and during story time. Children had opportunities to use and experience the Welsh language. There were bilingual signs on all the displays on the wall, we heard children singing songs, in English and then in Welsh and heard them respond to Welsh words for good morning (bore da) and well done (da iawn) as well as say numbers and colours in Welsh.

Staff promote children's all round development effectively.

3. Environment

Summary

Children are cared for in a safe environment which offers a wide variety of play and learning opportunities indoors and outdoors. Risks and hazards are identified and minimised or eliminated to ensure children's safety. Resources and furniture are good quality and suitable for the needs of the children.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Leaders ensure that children are cared for in a safe, clean and secure environment and that unnecessary risks to children are identified and reduced or removed.

We saw that the entrance to the service was secure from unauthorised access. There was a key pad entry system on the external doors and the door to the playroom and visitors had to sign in and out. There were clear policies and risk assessments relating to health and safety. The records evidenced annual tests for heating and electrical equipment and that staff carried out regular fire drills. All staff had undertaken food hygiene training and we saw good hygiene practices. Staff checked the indoor and outdoor play areas and equipment each day and cleaned them regularly, and we saw that all areas, equipment, furniture and toys were very clean and in good condition.

Leaders ensure that the environment is as safe as possible and staff follow safety policies and procedures.

3.2 How well do leaders ensure the suitability of the environment?

Leaders provide a stimulating environment for children's play and learning.

The indoor and outdoor areas provide a rich and stimulating learning environment. The L-shaped playroom was set out with two large low level tables in the centre for children to eat at and for table top activities. The book corner had lots of cushions for children to relax and reflect and there was also a large messy play and store area. Children could move around and explore freely because the toys and resources were within easy reach at their level. Play areas include a home corner with kitchen, a shop, dressing up, construction and small world figures and animals. The outdoor area also offers children opportunities to exercise, develop physical skills, experience nature and have fun. There is grassed area with slides and a play house, a decked area with a ramp down to a concreted yard area with sand and water play and fragrant herbs and plants in raised beds. We saw that children loved playing outside, having fun practicing walking, running and riding trikes and cars up and down the ramp. We saw that staff used opportunities outside to encourage children to listen to birds, look for insects, smell and feel the fragrant plants and to describe the weather.

Leaders ensure that the environment is very suitable for children to play, learn and grow.

3.3 How well do leaders ensure the quality of resources and equipment?

The service has a wide range of good quality resources which are accessible to children.

We saw children engrossed in imaginative play with tea sets, a shop, musical toys, train sets, building blocks, cars and dolls. They practiced their motor skills through mark making with crayons, paint and play doh; they looked through books and played outside where they had a play house, a willow wigwam, trikes and cars, water and sand play, a mud kitchen, slides and a sensory herb garden. The toys and equipment were clean and in good condition. The service offered a balance of good quality play equipment as well as low cost home-made and innovative ideas. For example staff had made play doh and children laughed and learned as they made different shapes, rolled it out, cut it, counted the marks they made in it, felt the texture and described the colour. The Welsh language was promoted and we saw bilingual Welsh and English posters and signs, numbers, colours, shapes and months on the walls. Although staff told us that they celebrate various festivals throughout the year, there were very minimal resources on display which promoted diversity and a multi-cultural society.

Leaders ensure children have easy access to a suitable range of resources and equipment.

4. Leadership and Management

Summary

Leaders work to the national minimum standards and the regulations. They ensure that staff receive relevant information, training and supervision to support them in their work. Leaders regularly review the quality of the service they provide and involve children, parents and staff. There are positive relationships with parents.

Our findings

4.1 How effective is leadership?

Leaders understand what needs to be in place to run the playgroup and they provide clear direction. However we found that some records need improvement.

Leaders have a strong sense of purpose and aim to ensure that the service provides the best for its children and their parents. The playgroup has a statement of purpose that clearly outlines the aims of the service and how it operates. Policies and procedures are easy to read, reviewed regularly and provide clear information for parents and guidance for staff. We saw that staff were familiar with and followed the procedures; for example they followed safety checks when opening and closing the playgroup; they followed food safety guidelines for preparing snacks; and they had recorded any accidents or incidents appropriately and discussed them with parents. The staff records we looked at evidenced a thorough recruitment procedure. All the necessary documents were in place including identity checks, Disclosure and Barring Service (DBS) checks and qualifications. Children's registration and development plans contained relevant information to enable staff to provide appropriate care and to plan activities to meet developmental targets. We found that some improvements were needed for documents and records. We noticed gaps in the children's development records we looked at and that one had not been updated since January 2017. We saw that staff sometimes wrote their observation notes on sticky labels rather than writing on the development record, and some were not in the children's files, which could have accounted for some of the gaps. The contracts with parents did not specify the day/s the children attended and the CSSIW telephone number was out of date. We noticed that, in the statement of purpose, the upper age limit for children and the role of CSSIW were not clear. The staff we spoke to were not aware of the Prevent Duty which relates to protecting children from radicalisation, and there was no information about this in the safeguarding policy or how it related to early years services. We brought these matters to the leaders' attention and they agreed that they would check and revise the documents and guidance. Overall, we found that staff worked well as a team and were aware of the aims and objectives of the service. As a result the playgroup ran smoothly and children and staff enjoyed their time together.

The leadership and management of the service are satisfactory.

4.2 How effective is self evaluation and planning for improvement?

Leaders are improving the service that they provide and take into account the views of children, parents and staff to evaluate the service.

There were effective systems for monitoring the quality of the service and planning for improvements. Staff told us that they monitored what activities the children enjoyed and what worked well and planned themes and activities to meet their targets using that information. We saw that staff sought children's views at various times during our visit. They asked children which stories and songs they enjoyed the most, what they wanted to do and where they wanted to play and they used smiley and sad faces to help children express their feelings. We saw that staff were responsive and changed some table top activities to meet children's needs and preferences. We saw that parents had opportunities to discuss any issues with staff as they picked up their children and they confirmed that they were asked to complete questionnaires about the service. Leaders held regular team meetings with staff and had formally reviewed the quality of care every year since the last inspection. The 2016 report evidenced that staff, children and parents were very happy with the service and rated it as 'excellent' or 'very good'. The playgroup had supported 40 new children and their parents during the past year and children had been involved in choosing new equipment and toys.

Leaders continually evaluate the service and plan effectively for improvement.

4.3 How effective is the management of practitioners, staff and other resources?

Leaders ensure that there are sufficient numbers of staff available for the children attending and that activities meet children's needs.

Leaders ensured that toys and equipment were in good condition and that they were checked, cleaned and replaced regularly. We saw that leaders used staff and resources effectively and staff worked well together to meet the children's needs. Discussions with staff, the records we saw and our observations of staff at work evidenced that they received the support they needed to work effectively. Staffing ratios always met or exceeded the minimum standards and staff had access to relevant information about the children to meet their needs, keep them safe and set targets for their development. We saw that all staff received regular one to one supervision and an annual appraisal of their performance and training needs. Staff said they received very good support from the person in charge and were offered good training opportunities to support their work with children. We saw records that in addition to their mandatory training, staff had attended courses on food and nutrition, autism, language and play, Welsh, sign language and children's rights.

Leaders manage staff, resources and equipment effectively.

4.4 How effective are partnerships?

Leaders and staff work closely with parents to meet children's needs and keep them informed of their child's development.

We heard staff give parents feedback on children when they were collected. We saw that children's progress was monitored regularly and parents told us they were kept up to date

and invited to contribute and add more information. Staff encourage parents to become involved in their child's development plans so that children experience maximum benefits from attending. For example, the service provides family play classes so that parents can learn how to play and use different activities and to understand the importance of play in developing language and skills; and as part of the health eating programme, the service also offered parents cookery classes. Parents told us they felt that they benefitted as much as their children and felt much more confident after attending. Parents described staff as 'really friendly and caring', 'brilliant', 'great', 'lovely' and 'amazing'. They said:

- "My son absolutely enjoys it. He has is a proper outdoor boy and they let him play outside a lot and he loves coming"; and
- "She was very shy at first but is developing great now. I know she's safe and cared for and she loves it. She has really come on with her speech."

Leaders and staff have developed effective partnerships with parents which benefit the children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

We recommend that leaders:

- Provide additional resources which promote diversity and a multi-cultural society;
- clarify the age range of children in the statement of purpose and quality of care report as the upper age limit was different in these documents;
- clarify the role of CSSIW in the complaints procedure, using CSSIW website guidance;
- ensure parent contacts include the days that children attend and the correct telephone number for CSSIW;
- include information about the Prevent Duty in the safeguarding policy and procedure and staff training and
- monitor children's development records to ensure that they are updated regularly and that records are entered directly wherever possible.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

- One inspector made an unannounced visit on 23 June 2017, stayed through the session and spent just over 5 hours at the service;
- we talked to all of the nine children present, six parents and a grandparent;
- we talked to the staff on duty (a play worker, a volunteer and the deputy in charge) and to a human resources officer for Families First;
- we observed children and staff in the playroom and outside;
- we observed one child using the SOFI-2 tool to capture evidence of children's engagement and the care provided by staff;
- we inspected the premises;
- we looked at a sample of documentation and policies including the last CSSIW inspection report, the registers and diary, children's records, staff files, the statement of purpose, the quality of care report and a sample of policies and procedures;
- we spoke by telephone to the person in charge (who was on leave on the day of the inspection) and
- we gave feedback to the person in charge and the responsible individual following the inspection.

Further information about what we do can be found on our website www.cssiw.org.uk

7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Cherrie Bija
Person in charge	Amanda Cutliffe
Registered maximum number of places	10
Age range of children	2 – 3 years
Opening hours	9am – 11.30am Monday, Tuesday, Thursday, Friday (term time)
Operating Language of the service	English
Date of previous CSSIW inspection	23 June 2014
Dates of this inspection visit(s)	23 June 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	<p>This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's '<i>More Than Just Words follow on strategic guidance for Welsh language in social care</i>'.</p> <p>However, the service promotes the use of Welsh. During the inspection we saw staff incorporate Welsh language and songs into the session, we heard a lot of incidental Welsh and there were bilingual signs, materials and posters.</p>
Additional Information:	