



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

# Childcare Inspection Report on Kiddies World Playgroup

**Ysgol Acrefair  
Tower View  
Acrefair  
LL14 3SH**



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## **Description of the service**

Kiddies World Playgroup is registered to provide care for a maximum of 26 children. The service is provided in designated rooms within Ysgol Acrefair for pre-school children aged between two and four years, from 09:00am 15:00pm on a Monday to Friday during school term time. The service consists of Flying start and Early Years Entitlement as well as nursery plus provision. The registered person is Michael Morrison and the person in charge of the day to day running of the provision is Emma Davies-Matthews. Practitioners speak English with the Welsh language being frequently promoted.

## **Summary of our findings**

### **1. Overall assessment**

Children are happy and are cared for well and are listened to and respected. Kind and professional practitioners provide a range of interesting activities which encourages the all round development of children. The environment and resources are suitable and provide a base where children can grow and thrive. The practitioners are supported by an active and capable management committee and registered person.

### **2. Improvements**

The childcare environment has improved with the addition of a new kitchen and new flooring.

More play and storage items have been put at child level to encourage the children to become independent.

During the inspection the written risk assessments, which were comprehensive, had not been dated to evidence being reviewed annually. The person in charge has since sent evidence that they are now dated.

### **3. Requirements and recommendations**

No requirements.

We made one recommendation relating to obtaining information from the local Environmental Health department which is included in section five.

# **1. Well-being**

## **Summary**

Children are happy and settled. They are respected and listened to and have an extensive choice of activities inside and outdoors. They interact very well with each other and the adults. They enjoy a breadth of interesting activities and they are thriving and growing in confidence and learning skills for independence.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children are encouraged to speak, are listened to and are given choices.

Children expressed themselves well and were given many opportunities to tell their stories, for example at snack time and they were listened to and treated courteously. Children were able to express their preferences and had a choice of at least nine areas of play and learning inside. We observed practitioners enabling the children to play where they wanted, for example helping children to put on aprons to paint or play with the water.

Children have a strong voice because they know they will be listened to and respected.

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

Children are secure, happy and valued.

Children were content and were spoken to kindly and given cuddles when necessary. A new child cried briefly when their parent / carer left but quickly settled and had a very happy time following this. Children displayed an appropriate level of confidence and felt secure because they were familiar with the routines. Children had formed close bonds with the practitioners and were comfortable to chat happily with them.

Children feel safe, happy and valued and are confident learners as they trust the practitioners.

### **1.3 How well do children interact?**

Children interact very well with each other and the practitioners.

Children had developed close bonds with the practitioners who cared for them and were pleased to co operate with them, for example when asked to tidy toys and games. Children

chatted delightfully with each other as they played together. Children related well with each other and took an interest in their name labels when it was time for registration.

Children interact very well and have learnt valuable social skills.

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

Children enjoy their play and learning.

Children spent time concentrating on activities such as building towers with construction toys. Two children enjoyed playing imaginatively with a toy aeroplane and using the garage as an airport. Photographs also evidenced children playing in the “forest area” outside.

Children were able to explore their surroundings and displayed excitement and pleasure at times.

Children enjoy the activities provided and learning takes place naturally.

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

Children are learning, developing well and becoming independent.

Children have a good variety of experiences including unstructured play that enables them to gain skills and be independent. Children spent time developing their pouring skills in the water tub. They practiced their linguistic skills as they were asked questions by the practitioners, especially at story time. Children had many opportunities to develop skills to help them become independent, for example, children poured their own drinks independently and washed their hands using the child sized basins in the main play room.

Children are learning a variety of skills, developing well and are encouraged to become independent.

## **2. Care and Development**

### **Summary**

Practitioners keep children very safe and healthy by adhering to a number of helpful policies and procedures for the service. They manage interactions successfully using positive strategies. They are caring, nurturing and responsive to children's needs. A variety of interesting activities is provided to promote children's learning and development. Practitioners meet children's individual needs promptly as they know the children and their families well.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Practitioners keep children very safe and healthy.

Practitioners ensure that they fully understand and implement the policies and procedures for the service. Discussion with a practitioner showed that they know the process to follow should they have concerns about a child and staff files evidenced that they had completed safeguarding training and the policy contained the information required. All practitioners had a current First Aid qualification and accident forms showed they were dealt with appropriately and parents were informed and signed the records. Records evidenced that fire drills are completed frequently. Signs displayed and discussion with the person in charge evidenced that some practitioners have undergone training to administer anti allergen medication. A healthy snack of fruit and water was provided and the menu on display showed that practitioners followed best practice in relation to healthy eating when providing snacks. Children were taught how to brush their teeth as the service is part of the Designed to Smile programme. Nappy changing was observed to implement processes to avoid cross infection. Practitioners changed plates and cups if they dropped on the floor.

Practitioners planned and ensured that children had the opportunity to be physically active, usually outside, every day. Despite periods of rain children were observed playing outside briefly with their coats on.

Practitioners ensure that children's health and safety is a priority.

#### **2.2 How well do practitioners manage interactions?**

Practitioners manage interactions successfully using positive strategies.

Practitioners promoted positive behaviour well through celebrating good behaviour. They praised children often, for example for washing their hands by themselves. Practitioners showed patience and understanding when encouraging a child to "keep your hands from

hurting others” and explaining the consequences of their actions. This example showed that practitioners make their expectations clear and ensure that the children have enough information about what is expected of them. Practitioners showed respect for children’s views and managed behaviour according to the policy in place. Practitioners manage children’s interactions well, helping the children to be helpful and learn social skills.

### **2.3 How well do practitioners promote children’s play, learning and development and meet their individual needs?**

Caring practitioners promote children’s learning and development well, providing a rich variety of interesting experiences inside and outdoors.

Practitioners prepared and planned for areas of play and learning according to the Foundation Phase. Good preparation enabled them to be relaxed and display competence. Long term and weekly planning was seen. Practitioners supported children to learn to recognise their names on photo labels which they used at registration time. Children learnt about the world around them as they experimented with toy cars going down a small ramp.

Physical co-ordinating skills were practiced, for example as children brushed up sand. Their imagination was developed as they listened to sea like noises in large shells. Welsh was promoted with many Welsh labels around the room and practitioners sang Welsh songs and used a variety of phrases throughout the day. Practitioners met individual needs as they knew the children well, for example they knew about children’s allergies and ensured avoidance of certain foods. Observational notes also evidenced children’s progress and showed the practitioners were fully aware of children’s stage of development.

Practitioners promote children’s learning through providing a rich play environment with interesting activities. They meet individual needs as they know the children well.

### **3. Environment**

#### **Summary**

Leaders provide a secure environment and comprehensive written risk assessments ensure all practitioners are aware of how to keep the children safe. Children were supervised well both inside and outdoors by knowledgeable practitioners. Leaders ensure the environment is very suitable and the quality and variety of the resources are very good.

#### **Our findings**

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

Leaders ensure that the safety of the environment is good.

Entrance to the service was secure as the main entrance was locked and we were asked for proof of identity and required to sign the visitors' book. All areas inside and outside were safe and there were comprehensive risk assessments evidencing that practitioners know what the risks are and how to manage them. For example, sand and water were mopped up promptly to avoid falls. Discussion with practitioners evidenced that they gave the safety of children priority.

Leaders ensure the environment is safe and they are pro active in identifying hazards and ensuring measures are put in place to keep children safe.

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

Leaders ensure that the environment is suitable for the ages of the children attending.

Leaders have ensured that there is ample play space. Areas of play and learning were set out at child height for children to access easily. Child sized chairs and tables were used.

Children's work was displayed and there were hooks for their coats and bags, giving them a sense of belonging. There were steps in the toilets to enable children to use the toilets independently. The outdoor space was well planned and was used to best effect to enable children to explore their environment including flower tubs and balancing items. The outdoor area was surfaced with rubberised material to lessen injuries.

Leaders ensure the environment is child friendly and suitable.

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

Leaders ensure the quality and quantity of the resources are good.

Leaders ensured that all children had access to a wide range of good quality, developmentally appropriate play and learning resources indoors and outdoors. There were plenty of craft items in use and stored. Storage was labelled to enable children to tidy away easily. The items in use were in good condition and some were nearly new, for example items in the home corner.

Leaders ensure the quality of resources is good and practitioners are able to use a variety of equipment.

## **4. Leadership and Management**

### **Summary**

The leadership of the service is supportive and efficient. The Statement of Purpose is up to date and gives an accurate picture of the service. The Annual Review of the Quality of Care contains all the information required to evidence a forward looking leadership who make regular improvements. The recruitment, induction and support of practitioners is robust and motivates them to do their best. Partnership with parents and outside professionals is effective and benefits the children and their families.

### **Our findings**

#### **4.1 How effective is leadership?**

Leadership is effective, supportive and successful, comprising of a registered person, the person in charge and management committee.

There is an up to date Statement of Purpose which sets out the ethos and details of child care provided. This document has been shared with us. The registered persons and person in charge were clear about their responsibilities to comply with standards and regulations.

They have notified us of changes and seriously consider advice given by professionals, for example Early Years teachers. Practitioners spoken to were complimentary about the support received and training offered.

Leaders ensure the service complies with all legal requirements and is run with a positive ethos of genuine care and concern for the children.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders ensure that there are systems in place for self evaluation and planning for improvement.

Activities were evaluated and parents given questionnaires at regular intervals. A table of improvements was linked to parents comments. For example, this document noted that a parent rota had been started as a result of a parent's comment, however as parents were not available this rota had not continued. This demonstrates that the leaders are prepared to try new systems and are honest about their effectiveness. Such examples feed into a comprehensive Quality of Care Report.

Systems for evaluating and monitoring for improvements are effective and include all involved.

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

Leaders ensure that the management of resources and support of practitioners is effective.

Leaders ensure that practitioners who work at the service all day can have lunch time breaks and this ensures that they are suitably refreshed. Practitioners said they had received a thorough induction and were happy to work at the service. Staff files contained all the required information to evidence a robust recruitment procedure is in place. There was a separate folder containing annual appraisals and regular supervision notes for practitioners. All practitioners seen were professional and friendly with the children. They knew their roles and responsibilities well and worked well as a team. Plenty of resources were seen, some of which were almost new and all were clean and in good condition.

Leaders ensure that practitioners are managed well for the benefit of the children and they have plenty of resources to enable them to carry out their roles.

#### **4.4 How effective are partnerships?**

Partnerships with parents, the school and other professionals are positive and strong. We saw a parent and practitioner speaking at length to help a child settle successfully.

Parents are informed regularly via notice boards, letters and an information booklet. The facilities used are within the school including the Forest School area. The person in charge told us that teachers come from the school to read stories to the children demonstrating close links with the school. Such links help children to become accustomed to school when it is time. An Early Years Education teacher told us they are very pleased with the planning and observational work and stated that the person in charge was a strong leader. A Flying Start professional also had positive comments about the service. There are links through a practitioner who also attends the toddler group which feeds the service. Having a familiar face at the service will help toddlers when they begin to attend.

Parents and children benefit from close links with the school and families.

## **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**

For the purpose of enhancing practices which are already good, it was recommended that the person in charge obtains a copy of the Infection Control Audit Tool Kit for Early Years Settings from the local Environmental Health department.

## **6. How we undertook this inspection**

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 28 June 2017 for approximately five hours.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children, and three practitioners and
- inspected the areas used.

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)

## About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Michael Morrison
Person in charge	Emma Davies-Matthews
Registered maximum number of places	26
Age range of children	2 – 4 years
Opening hours	09.00am – 15.00pm, Monday – Friday (school term times)
Operating Language of the service	English
Date of previous CSSIW inspection	3 June 2014
Dates of this inspection visit(s)	28 June 2017
Is this a Flying Start service?	Yes
Is early year's education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	<b>No.</b> This service does not provide an 'Active Offer' of the Welsh language because it is situated in a primarily English speaking area. The provider does not currently intend to offer or promote a Welsh language service.
<b>Additional Information:</b>	