



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

Childcare Inspection Report on

Laugharne Pre School

**Laugharne VCP School
Orchard Park
Laugharne
SA33 4TE**



Date of Publication

Monday, 19 March 2018-Date

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Description of the service

Laugharne Playgroup was registered in July 2017 and provides sessional day care for up to 20 children two to three years old. The playgroup operates from Laugharne School in St Clears, Monday to Friday 9:00am to 11:30am during term time only. The service is provided through the medium of English with some Welsh used incidentally. The registered persons are Gemma Lynch and Lucy Davies and the person in charge is Sarah Freckleton.

Summary of our findings

1. Overall assessment

Children are happy and settled at this service and experience a variety of interesting activities to support their play and development. They play confidently and enthusiastically and are comfortable and relaxed at the service. Staff are qualified and know the children well. They are caring and responsive and interact with children in a gentle and nurturing manner. The environment is safe in the main and well maintained with a very good range of resources and equipment. Leadership and management of the service is effective.

2. Improvements

During the course of the inspection, the person in charge liaised with the school regarding the temperature. We received photographic evidence of temperature reading at different locations within the room at different times of the day. All temperature recorded were over 18 degrees celsius.

3. Requirements and recommendations

We recommended that leaders:

- Ensure that drinking water is easily accessible for children;
- reiterate the child protection policy with staff;
- consider further training in relation to positive behaviour management;
- consider splitting into smaller groups during some activities;
- further develop the risk assessments;
- continue to monitor the temperature and ensure that it is always maintained at 18 degrees celsius;
- formalise the supervision process and
- provide more opportunities to further develop the children's independence skills.

1. Well-being

Summary

Children at Laugharne Playgroup are listened to and are able to make choices. They are happy, secure, settled and enjoy the opportunities available to them. They express themselves well and are confident that non-verbal clues are recognised and acted upon. They interact confidently with each other and with adults.

Our findings

1.1 To what extent do children have a voice?

Children at Laugharne Playgroup have choice, are listened to and communicate with each other and adults who care for them.

We saw that children were given choices, for example, one child wanted to colour all of her angels green. One child who was new to the service was a little unsettled to begin with and was given many child-centered choices, for example, the child was able to decide where they wanted to sit. One child wanted to dress up and was able to choose an own outfit. All children had opportunities to participate in the cooking. Children were able to choose what songs they wanted to sing, for example, on one occasion they choose Twinkle Twinkle.

Children at this service have a good voice

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

Children are confident and relaxed in the company of staff. They are happy and relaxed and form bonds of affection with staff.

Children were happy and at the end of the session one child stated that they wanted to stay instead of going home as he was enjoying. Children had the opportunity to attend two settling-in sessions before starting at the playgroup. On occasions, there were a few tears but with a little encouragement and distraction new children settled down to play. Whilst dancing, children shrieked with excitement as they held different coloured fabrics.

Children are very settled, happy and relaxed at this service.

1.3 How well do children interact?

Children are very chatty and enthusiastic.

Children were relaxed and excited during our visit. Most children were very chatty and were able to initiate conversations with others, for example, one child referred to a packet of flour and identified the supermarket from which it was bought and went on to chat about what supermarkets they visited. Children chatted about life at home, for example, one child mentioned in conversation that the television had broken at home. Children interacted in a positive and polite manner with their peers and carers, for example, one child gave another

an apron and the child replied with a “thank you”. However, on the day of the inspection, children generally did not say please and thank you unprompted. One child arrived late and walked through the door beaming as friends greeted with joy. Another child told staff in a caring manner who her best friend was at the playgroup. Children were well behaved during our visit and during snack time they all sat by the table, enjoyed socially interacting with peers and ate what was on their plate in a relaxed manner.

Children interact very well at Laugharne Playgroup.

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

Children are engaged, interested and excited in their play. They sustain interest in activities and are evidently familiar with structured play and free time.

Children freely explored the room and moved between the different games and activities and showed confidence and independence in choosing their own activities such as colouring, playing games, construction play along with creative play. Children enjoyed themselves as they all prepared the mixture for cooking Welsh cakes. All children had an opportunity to mix the mixture and cut out star shaped Welsh cakes. Most children thoroughly enjoyed the activity but towards the end of the activity, one child had enough and pulled his apron off. Children listened attentively to the story and made references to related craft activities, for example, one child showed us a moon crescent that they made out of foil and then compared the difference between a half moon and a full moon.

Children enjoy good play and learning experiences and experience a sense of achievement.

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

Children have opportunities to develop their thinking skills and they are learning to become Independent but more opportunities are needed around snack time.

Children took part in different play and learning experiences throughout the session and we saw examples of their work, for example, calendars, stars and angels. Children had a good variety of experiences including freely chosen, unstructured and self-directed play that enabled them to gain a good range of skills, to become independent, follow their own interests and promote all-round development. Most children helped staff to tidy the toys away. However, at snack time, although children ate independently there were limited opportunities for them to develop their independence skills. Children were able to count to ten in English and Welsh and they all enjoyed participating. Most children were able to identify their own name. One child gave the plates out during snack time and another placed corresponding coloured cups by then plates. Children washed their hands independently and most did so without being prompted. Children were very good at identifying shapes and whilst eating grapes cut in half, one child said in an informal capacity, “that’s an oval”. We later learnt that children had recently been engaged in activities about 2D shapes.

Children are developing well but would benefit from more opportunities to become independent during snack time.

2. Care and Development

Summary

Staff know the children very well and work consistently as a team to support them to reach their full potential and to keep them safe and healthy. Staff are very caring and nurturing and respond sensitively to children's individual needs, whilst encouraging them to become independent.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff follow policies and procedures to help keep children safe and ensure good outcomes.

Staff had undergone child protection training and, in the main, they were aware of procedures to follow if they had concerns about a child in their care. Information on children's allergies was displayed in the kitchen and staff were fully aware of each child's individual needs. Staff cleaned the tables with anti-bacterial spray before and after children the cooking session and at snack time. The service promoted healthy eating, and morning snacks included fruit and toast. Milk was provided during snack time and water was available on request; however they were not able to freely access water. Staff stored food offered for snack in line with Food Standards Agency guidance, and we saw that staff had received food hygiene training.

Staff are good at keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff are good role models. They interact positively and enthusiastically with the children, and although there are relatively minor inconsistencies with regard to behaviour management.

Staff interacted well with children from the moment they arrived. Staff were good role models and were calm and patient with the children in their care. Staff used every opportunity to praise positive behaviour and we heard lots of praise and encouragement, for example, "excellent"; "well done" (for cutting a star); "good boy" (for tidying up). On occasions, towards the end of a cooking activity, some interactions were a little hurried, for example, a child did not want to keep the apron on but he was told to put it back on as the others hadn't finished. On another occasion, some staff did not interact effectively with a child who wanted a turn to cut a star shaped welsh cake. The child asked several times 'When I have a turn?' 'A my turn?' and was very patient and although a member of staff acknowledged his requests, he was told 'wait a minute' and 'hang on' without any explanation staff engaged well with children ensuring that their imaginative skills were developed, for example, whilst reading a story a member of staff asked, Do you think it would be easy to catch a star? prompting children develop their thinking skills.

Staff interact well with children in the main.

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

Staff know, understand and meet children's individual needs.

Staff knew the children in their care well and regularly observed their preferences and recorded their development. Staff conscientiously tracked children's progress under the Foundation Phase and used their observations to plan for the next steps. Staff used every opportunity to develop children's thinking skills, for example, when the batteries failed on the weighing scales the person in charge seized the opportunity to allow children to develop their thinking skills whilst discussing batteries. During circle time, a member of staff realised that three children were wearing orange tops and as they all identified the colour orange one child told the member of staff "and you've got an orange top on as well". During snack times, food was provided on plates and children were able to choose what they wanted as a member of staff offered the food to the children. The food was then kept on another table out of reach. Some staff were very effective in asking open questions to the children and encouraged children to think for themselves. Staff arranged for children to work in one group during the cooking activity, which slowed the pace down somewhat. All parents who returned the questionnaires were extremely complimentary about the staff at the nursery, saying that they provided a very high standard of care and ensured that children develop as individuals. On another occasion, a member of staff asked a child to choose a Numicon laminated number sheet and correspond the number to the pattern.

Staff promote children's play, learning and development very effectively.

3. Environment

Summary

Leaders ensure that the environment is safe for children. The environment allows children enough space to play and has plenty of low level furniture. Leaders provide suitable facilities and resources for the children, in line with the Foundation Phase. Resources are of a good quality, well maintained and most are easily accessible and are suitable for the age range of the children and promote their stages of development.

Our findings

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

Leaders make sure that the gates are locked and that risks are eliminated as far as possible.

We found that the premises were very safe and secure. The gate was always locked, except for during opening and closing times. Visitors to the playgroup had to sign in using the visitors' book. There were daily risk assessment checklist in places and we saw that staff completed those daily. The playgroup followed good hygiene practices with regards to food preparation and had received 5 rating by the Food Standards Agency. During the inspection, the temperature was temperamental and all readings were below 18 degrees Celsius. We brought this to the person in charge's attention, and during the inspection process, she consulted with the school's head teacher to rectify the issue and also monitored the temperature. Further evidence showed that the temperature had improved before the time of publishing this report and the evidence showed that the person in charge had recorded consistent readings of over 18 degrees Celsius at different locations within the room and at different times.

Leaders ensure that the environment is safe in the main.

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

The environment is child-friendly, colourful and welcoming and provides many opportunities for children to develop their skills. The outdoor environment provided children with opportunities to develop their imagination.

The premises is based in a nursery room within the local school. The room is welcoming, stimulating, child centred and was brightly decorated with children's craftwork, literacy and numeracy aids and children's craftwork. Leaders ensure that the children are cared for in an environment that's suitable for their age and allows them to develop. Leaders had ensured that there were plenty of child-sized furniture available including tables, chairs and sofas. The service was well furnished throughout with child sized furniture that enabled children to access toys and equipment and carry out tasks independently. Most resources were within easy reach to children. The room was arranged into clear themed areas, for example, a

reading corner, role play area, construction area, craft area and mark making area. Staff had prepared effective bilingual displays, which enhanced the children's learning. There were bilingual labelling on walls and on storage boxes. The room was clean and comfortable and general maintenance was carried out by staff after each session. The outdoor environment was fenced off from the rest of the school and although it was a small area it was an integral part of the learning environment and staff told us that children use the white board for mark making outdoors and also have opportunities to paint outdoors.

Leaders ensure that the environment is of good quality.

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

Children benefit from quality resources, equipment and toys.

Leaders ensured that all children had access to a wide range of good quality, developmentally appropriate play and learning resources indoors and outdoors. Children had a large variety of resources available to them including craft work, books, jigsaws, construction toys, cars and role play. Leaders provided a sufficient number of tables and chairs that were suitable for the children. Children accessed the outdoor area during the day and enjoyed playing with the equipment provided for them. We also saw a variety of good quality toys, equipment and children's furniture in the playroom and all were well maintained.

Leaders and staff provide and maintain good quality resources and equipment

4. Leadership and Management

Summary

Leadership at the playgroup is effective. The service has dedicated and enthusiastic staff. There are good partnerships with parents and the community.

Our findings

4.1 How effective is leadership?

Leaders create a clear vision for the service ensuring that effective policies are in place.

The service was well run and the leader is very approachable. The paperwork was organised and the leader had obtained all the necessary information about the children in their care. Leaders had a clear vision for the service and had effective policies and procedures in place. There was an informative statement of purpose in place. The person in charge kept a daily register. Documentation regarding accident recording was well organised.

Leadership is good.

4.2 How effective is self evaluation and planning for improvement?

Leaders and staff know their service well and work together and with parents to improve provision.

The service had registered in July 2017. The person in charge was aware of the need to complete a quality of care review and report by the end of the first year from registration and had started preparing. The service had a complaints, suggestions and compliments box by the door for parents to post their comments. The leader looked at ways of preparing the process towards the quality of care review, which will be due a year after registration. Leaders were continually looking to improve their service and future plans included developing the outdoor area. Since registration, the service has successfully applied to provide early years education for children over 3 years old and therefore will also be inspected by Estyn.

Self-evaluation is developing.

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

Staff were happy at the service and worked extremely well as a team.

Staff working at the playgroup were qualified and experienced. We viewed staff files and found that most of the necessary information was in place and there was also a file held on a casual member of staff, in line with regulations. We found that staffing ratios were upheld on all occasions. The person in charge was aware of the regulation relating to annual appraisals and there were plans in place for conducting those meetings at the end

of the first year since registration. Supervisions had been held but they were not regular. The person in charge informed us that they discussed matters as they arose and planning discussions were held regularly in an informal capacity.

The management of staff and other resources is effective.

4.4 How effective are partnerships?

Leaders provide parents with relevant information about the care of their children and have formed effective partnerships.

We saw that the person in charge had collected detailed information from parents about the children such as preferences and allergies before they attended the nursery and she was available on-site to talk to parents. Leaders ensured that parents were kept fully informed in a variety of ways, through speaking with them directly, in letters, through a social media closed group and through displaying information in the entrance of the nursery. Information provided in the door of the nursery included the letter, colour and number that were currently being introduced. Parents either agreed or strongly agreed with all statements in the parental questionnaires. Fundraising events had been held by the committee.

Leaders and staff have formed successful and effective partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended that leaders:

- Ensure that drinking water is easily accessible for children;
- reiterate the child protection policy with staff;
- consider further training in relation to positive behaviour management;
- consider splitting into smaller groups during some activities;
- further develop the risk assessments;
- continue to monitor the temperature and ensure that it is always maintained at 18 degrees celsius;
- formalise the supervision process and
- provide more opportunities to further develop the children's independence skills.

6. How we undertook this inspection

This was a scheduled, unannounced, post-registration full inspection undertaken on 30 January 2018. One inspector visited the service for a total of four hours and we gave feedback on 2 February, lasting one hour.

- We observed the children and the care they received at Laugharne Playgroup.
- We used our “SOFI” tool to capture evidence of children’s engagement and the care provided by staff;
- we spoke to parents and grandparents, all staff present and the registered persons;
- we considered four staff and three parents’ questionnaires and;
- we looked at a wide range of documentation including policies, recruitment procedures and children’s files.

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

About the service

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Gemma Lynch Lucy Davies
Person in charge	Sarah Freckleton
Registered maximum number of places	20
Age range of children	2-3 years old
Opening hours	Monday - Friday 9:00am-12:00pm
Operating Language of the service	English
Date of previous CSSIW inspection	Post-registration
Dates of this inspection visit(s)	30 January 2018
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	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. However, the service does use incidental Welsh during circle time and within wall displays.
Additional Information:	