



Childcare Inspection Report on

Montgomery Pre-School

**Montgomery Activity Centre
Church Bank
Montgomery
SY15 6QA**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

Thursday, 23 August 2018

Welsh Government © Crown copyright 2018.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Montgomery Pre School was registered in 2017. It provides sessional care for a maximum of 19 children. The responsible individual is Nia Jones and the person in charge is Katie Emberton who is currently on maternity leave. The service is located in a village hall in Montgomery. It is open between the hours of 9am and 12pm, Monday to Friday. Care is provided mainly through the English language and incidental Welsh is used.

Summary of our findings

1. Overall assessment

Montgomery Pre School provides a warm and nurturing environment for children where they are supported to grow, develop and have fun. Children are provided with a good range of toys and resources that are easily accessible to them. Children have a voice and are able to make choices and decisions and are overall becoming independent. Children make good progress and their individual needs are met by an attentive and caring staff group. Children's health and safety is promoted. However, leaders need to develop good systems and procedures to ensure the smooth running of the service in relation to regulations. The environment is maintained and provides a safe and suitable place for the children to play and learn in.

2. Improvements

During the inspection, we picked up on a number of issues with regards to policies and procedures and the lack of staff supervision. Since the visit we have received revised policies and procedures and confirmation of staff supervisions.

3. Requirements and recommendations

A number of recommendations were made in relation to leadership and management these are detailed at the back of the report.

1. Well-being

Summary

Children are happy and settled at the service and have good relationships with other children and the staff. Children experience a range of play and learning experiences that encourage them to learn and have fun. Children could have further opportunities to promote their independence.

Our findings

1.1 To what extent do children have a voice?

Children make choices and decisions.

Children freely chose the toys and resources that they wanted to play with during periods of free play. They moved around between structured activities or between the floor and table top activities available as well as outdoor play. One child was asked if she wanted to do some painting, and confidently said no. Children were given the choice to play outside, and could freely move between the play room and outside area. Children expressed their views and wishes, such as asking to play with certain toys and going to the toilet.

Children have a voice.

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

Children settle quickly on arrival and enjoy playing and taking part in activities.

Children coped well with separation from their parents and settled quickly. Children appeared comfortable exploring their surroundings, with reassurance from staff. Children had a good relationship with their carers and were relaxed and happy in their company. There were lots of smiles and giggles as children played and actively explored their environment showing they were happy and confident. The children were familiar with the routines of the day, such as register, circle time and sitting down for snack.

Children feel safe, happy and valued.

1.3 How well do children interact?

Children are learning to manage their behaviour, co-operate, share and take turns.

Children were co-operative and well-behaved and almost all children interacted well with other children and staff members. Children happily played alongside each other or joined in with each other's play as they so wished. We saw a group of children taking it in turns in the sand pit reminding each other of how many children were allowed at any one time. Two children were seen to take turns on a ride on toy, laugh

and giggling whilst pushing each other on the toy. One child preferred to play alone; staff were seen to check on the child making sure she was ok.

Children interact well with others, or are learning how to.

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

Children participate in a range of planned and free activities that are fun and encourage them to learn.

Children were busy and engaged in their play, whether it was free play or a planned activity. A group of children then spent a long time playing outside with the wide selection of play equipment including ride on cars, bikes and a slide. One child was encouraged to problem solve by moving objects out of his way so he could ride down the hill. Children were able to influence the activities that they did; one young child showed an interest in painting so they were given paints and paper.

Children enjoy their play very much.

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

The planned activities provided and the playgroup's routine supports children's all-round development.

Children experienced different age and stage appropriate activities and play throughout the session, which supported the development of different skills. Children practised fine motor skills and were creative. Children were becoming independent as opportunities were provided for them to practise this, according to their age, such as helping themselves to plates of fruit placed in the centre of each table. Children also washed their hands and some used the toilet themselves. Children coming in from outside were sometimes encouraged to hang up their coats.

Children develop well and independence is encouraged.

2. Care and Development

Summary

Staff are committed to keeping children safe and healthy. Staff are positive role models and manage children's interactions effectively. Staff have good knowledge of the children in their care and are able to meet their individual needs. Staff are motivated to providing good care for the children and to provide support to help children grow and develop to their full potential.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The service has measures in place to keep children safe and healthy.

There was a child protection policy in place, which staff had a good understanding of, when asked. Staff had received training in a range of courses that helped to ensure that children were kept safe and healthy, including food hygiene, first aid and child protection. Staff promoted healthy eating by encouraging parents to supply fruit for the children to eat as a snack. Fresh drinking water was available for the children. Allergies were dealt with appropriately and discreetly. Staff encouraged the children to be physically active by regularly taking them outdoors to play. The children were encouraged to wash their hands before they ate, as did staff, however we noted that the children were all using the same towel to dry their hands. Staff also followed other infection control practices, such as wiping tables down with anti-bacterial spray. Incident records and accident records contained good detail but were not always signed by the parents.

Staff routinely keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff use positive methods to manage children's behaviour and are positive role models.

Staff managed children's behaviour in-line with the playgroup's behaviour management policy, which states that behaviour should be dealt with positively. Staff used praise to encourage children and reward them for completing a task or action, saying "well done, good waiting" and when staff helped a child complete a task, staff said "you are all doing a really good job. Oh I love it!"

Staff reminded children to be kind, when a child took a bike off another child, staff explained that he could have a turn after. Staff knew the children they were working with well and knew what the children responded to and what their triggers were, especially those children who needed additional support.

Staff manage children's behaviour well.

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

Staff create a warm, nurturing environment and provide children with a variety of play and learning experiences that encourage them to have fun, whilst learning and developing.

Staff were attentive to children's individual needs. Staff had approached other professionals for advice and support in cases where children had specific needs in order to try and improve their outcomes. Staff supported children to learn the Welsh language, for example, the weather was discussed in Welsh, and when a child replied in Welsh they were praised. Activities had been planned and mid term planning identified learning outcomes and these were tailored to the daily planning. Developmental records were completed regularly.

Staff effectively promote children's play and learning and are competent at meeting their individual needs.

3. Environment

Summary

The playgroup is bright, colourful and well decorated. Children are able to freely access a good range of toys, equipment and resources. There is sufficient child-sized furniture for the children to use. Leaders perform regular maintenance checks and ensure that the environment is safe and suitable for children.

Our findings

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

Leaders perform regular maintenance checks on facilities and equipment for the children's safety.

The rooms were clean, tidy and well maintained. The front door to the centre was locked. Visitors had to press the buzzer and staff would come to collect them. A visitors' book was in place and was actively used to record any visitor's presence. The garden area was enclosed and maintained. Children and staff had performed fire drills regularly. Risk assessments had been completed including visits however, these needed reviewing and updating.

Leaders are proactive in checking that the environment is safe for children.

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

Children are able to play in the different rooms and outside area.

The main room was spacious and provided areas for the children to play in different ways. It had been arranged to create different spaces dedicated to different kinds of play, such as a cornered off messy/creative corner and a carpeted reading area with low level soft seats. Toys and resources were stored in storage units that were easily accessible to the children and which were labelled with pictures and words so that the children could recognise where things were. Children were able to store their belongings on named pegs. The bathroom area contained low level sinks and toilets. All areas of the playgroup were of good decorative order.

Leaders ensure the environment is interesting, stimulating and welcoming.

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

Children have access to a range of toys and equipment for inside and the outside area.

A range of toys and resources was available for the children such as construction toys and blocks as well as an investigation area. Low level seating and tables were available for children to engage with table top activities or to eat. The outside area had

a plentiful array of toys and equipment for the children to use up some of their energy. There were bikes, balls, slides and ride on toys. The toys, resources and equipment were of sound quality and of good condition.

Leaders provide good quality resources and equipment that are well maintained.

4. Leadership and Management

Summary

Leadership and the management of staff is not fully effective we found areas which need improving on with regards to current management systems and handover of roles and responsibilities.

Our findings

4.1 How effective is leadership?

Leaders do not always ensure that the service remains compliant with regulations and national minimum standards.

There was a statement of purpose in place however it did not include the up to date information of how the service is currently operating. Policies were in place however these were in need of updating. Discussions with the covering person in charge indicated that she was not fully aware of her role in relation to implementing the regulations throughout the provision. It was also evident that she was not being fully supported in her role by the Responsible Individual.

Leadership is not fully effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders have started to put systems in place for regular self-evaluation and planning for improvements.

Leaders have not carried out a quality of care review as of yet, but have started to collate information from parents. A report will be due at the end of the first year of operation. Discussions are held daily with parents and any issues are dealt with then.

The service is beginning to have effective systems for evaluating the service.

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

Leaders do not always ensure that they have good mechanisms in place to manage the staff effectively.

There was no evidence to suggest that regular staff meetings, supervisions and appraisals took place. However, since the inspection we have received evidence to confirm that this is now in place. Staff files were kept on all members of staff employed. Leaders did not always comply with the regulations as some information was missing from staff files. For example, some staff files did not contain proof of identity, photographs and two references.

The management of staff is not sufficiently effective.

4.4 How effective are partnerships?

Leaders seek appropriate information from parents about their children's needs.

We spoke to parents who told us that they were happy with the service. We inspected a sample of children's records and found that the relevant information in relation to the children's personal information and needs was in place. Leaders gave verbal feedback to the parents at the end of each session. We saw that good relationships had been developed between staff and parents.

Leaders told us the service had good partnerships with the foundation phase teachers and they worked closely together in assessing children's development.

Partnerships are appropriate.

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;

- the Responsible Individual needs to establish a system for all staff to receive more regular supervisions and annual appraisals,
- CIW needs to be informed in a timely manner of any changes to hours of operation and staff changes, hygiene practices of using one towel for all children needs revising,
- systems need to be in place to ensure that anyone covering roles are fully aware of their roles and responsibilities,
- staff files need reviewing,
- accident forms need signing by parents as well as staff and
- children need to have access to drinking water throughout the session.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. The visit also looked at child protection arrangements as a result of a concern being raised with CSSIW however the service has put systems in place to ensure that this is no longer an issue:

- CIW undertook one visit to the service: one inspector undertook the visit on 24 May 2018;
- Feedback was given over the telephone on 25 May 2018
- we inspected a sample of documentation and policies during the visits;
- we observed children playing and the staff interactions with the children and
- we spoke with children, staff and parents.

Further information about what we do can be found on our website:
www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Nia Jones
Person in charge	Katie Emberton
Registered maximum number of places	19
Age range of children	Aged 3-4 years
Opening hours	Monday to Friday 9am to 12pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	Service's first inspection since registration
Dates of this inspection visit(s)	24 May 2018
Is this a Flying Start service?	No
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 is working towards providing the 'Active Offer' of the Welsh language.
Additional Information:	