



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

Childcare Inspection Report on

Templetots Playgroup

**Templeton CP School
Templeton
Narbeth
SA67 8RS**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date of Publication

Monday, 12 February 2018

Welsh Government © Crown copyright 2017.

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

Templetots Playgroup was registered in September 2007 and operates out of Templeton School. They provide sessional day care for up to 18 children. The session operates during term time only, between the hours of 9am - 11.30am and 12.45pm - 3.15pm, Monday to Friday. The playgroup is run by Maria Joyce, who is both the registered person and person in charge. The main language of the service is English with incidental Welsh.

Summary of our findings

1. Overall assessment

Children attending Templetots playgroup are happy, settled and benefit from a well-planned service. They are cared for by long-standing, caring and experienced staff that are consistent and effective in meeting children's individual needs. Children benefit from a stimulating environment a good choice of resources that enables children to make choices and promotes learning and development. The service has very good partnerships with parents, local schools and the community. Parents told us that their children love attending and have developed significantly since starting at the playgroup.

2. Improvements

Since last inspection, the playgroup has moved into another room within the school premises. The person in charge has begun a Level 5 qualification and the service received a 'Good' rating in an inspection from Estyn in May 2016. Resources to develop information technology have been purchased which include a laptop and an ipad.

3. Requirements and recommendations

None

1. Well-being

Summary

Children express themselves well and are confident to communicate with their peers and carers. They are able to make choices knowing they are listened to and their views taken into account. They have close bonds with the staff, and approach them confidently and with ease. The children showed interest in their play and are developing independence.

Our findings

1.1 To what extent do children have a voice?

Children make choices and decisions and are listened to.

We saw that children made choices about what they wanted to play. When they arrived, they chose from a selection of activities available to them. Older children chose their activity upon arrival at self-registration, using pictures and their names, which were part of a 'plan, do, review' system. We heard a child being asked if she would like to remove her jumper because it was warm, which she replied with a firm 'no!'. During snack time, children had a choice of milk or water to drink and a choice of different fruits that had been chopped up on a large tray. Children were very specific about where they wanted to sit during circle time; "we're best friends aren't we?" and moved next to their friends. At the end of each week, children are involved in writing a shopping list of resources and foods they would like need for the coming week.

Children have a strong voice at this service.

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

Children are happy, settled and have strong bonds of affection with staff. They move around and choose activities with confidence.

We saw children arrive and they ran into the classroom for cuddles from members of staff. Some were a little apprehensive and chose to sit with staff until they felt ready to go and play. Children were very familiar with routines at the service and knew what they were going to be doing next. Children were happy and expressed enjoyment in their play and learning, and parents told us that their children were excited about attending.

Children are very happy, feel safe and are valued.

1.3 How well do children interact?

Children co-operate, share and are kind to each other.

We saw children playing alongside each other and were relaxed and absorbed in their play. We saw one child take a toy from another. This was resolved promptly, by a member of staff who found another toy of the same so both had one each. Children responded to

praise for positive behaviour with smiles. Children were polite and well mannered and said 'please and thank you' when given their snack and drink. We saw children working together to clear away large blocks, with one passing the blocks to the other who placed them in the box

Children interact well at this service.

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

Children enjoy organised and free play activities and are interested in their play and learning.

Children were engaged in play and activities during the inspection. We saw them smiling as they freely explored their environment indoors. Children enjoyed group activities such as story time and some were engrossed in the storyline and responded with excitement to what would happen next. We saw a small group of children playing in the playhouse; some were preparing meals whilst another rocked her baby to sleep in her arms. Children enjoyed showing their work to staff and smiled as they received warm praise. We saw children enjoy singing Christmas songs with their individual instruments of bells.

Children enjoy good play and learning experiences and show enthusiasm.

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

Children have freedom to choose from a range of experiences and activities which promote all round development.

We saw children placing blocks on the weighing scales and were able to identify which side was 'heavier' than the other was. Children recognised their names, which were shown to the children as they went to wash their hands before snack. Children were responsible for handing out plates and cups to everyone. They were developing their self help skills by pouring their own drinks and returning plates and cups after snack, and placed any leftover fruit into the bucket for compost. We saw children using the toilet independently and washing their hands afterwards. We found that children responded confidently in English and with some Welsh, naming colours, counting to ten and identified girls and boys present during registration.

Children are developing good independence skills and are making good progress.

2. Care and Development

Summary

Children are cared for by a team of consistent and qualified staff who know the children well and understand their individual needs. They work effectively to support children to reach their full potential and to keep them safe and healthy. Staff manage interactions positively and are consistent in promoting positive behaviours.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff follow a range of clear policies and procedures to keep children safe and healthy.

Staff are familiar with the service's child protection policy and all of them had attended training. They responded confidently to given scenarios and procedures to follow. Staff promoted a healthy lifestyle, children had opportunities for daily physical activities indoors, and outdoors. We saw from looking at the medication and accident records that staff followed the correct procedures when administering medication or recording accidents. All staff had undertaken first aid training and we heard them give gentle reminders to children about safety. Staff followed a strict nappy changing procedure; used gloves and disposable apron for each change. Tissues were readily available to wipe children's runny noses and staff washed their hands afterwards. Staff had received specific training to meet the needs of children with health conditions.

Staff are effective in keeping children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff are role models of good behaviour and promote positive behaviour.

We saw that staff were good role models because they interacted with children and each other in a relaxed, respectful manner. We heard lots of 'well done!', 'good matching!', 'good singing!' and 'high five!' we heard staff thank children for helping tidy up or hand them an item. We heard staff playing alongside children using language to promote learning and offering help if children asked for it. A member of staff averted possible confrontation between two children who wanted the same toy by immediately looking for another one so both had the same. All staff were calm, happy and motivated.

Staff manage interactions consistently and positively at all times.

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

Staff know the individual needs of the children in their care. They plan activities to promote children's development.

We saw that staff knew children very well. They were able to tell us about children's developments and the stages they had reached during their time at the service. Staff frequently monitored children's development and progress and used their observations towards future planning. We heard staff constantly extending the children's language through open ended questions. The service was committed to increasing their use of the Welsh language through numbers, colours, weather and through singing. We heard children singing Welsh songs confidently. Staff recorded photographic evidence of children's in their play. Leaders told us they discussed with parents if they had any concerns about their child's development. Parents confirmed that staff were very discreet in discussing such matter and very supportive in working together to meet the children's needs.

Staff are dedicated and enthusiastic in promoting children's play, learning and development.

3. Environment

Summary

Children are cared for in a safe, stimulating and imaginative play environment. They have access to a wide range of resources indoors and outdoors, and an environment that is suited to their needs.

Our findings

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

The leader ensures that children are cared for in a safe, clean environment and that unnecessary risks to children are identified and reduced or removed.

The premises were safe and secure and we were asked to sign a visitors' book upon arrival and departure. Staff members completed risk assessments and daily checks prior to the start of each session, and fire drills were carried out every half term, as well as termly with the main school. This was logged by leaders in the main diary. We saw very good hygiene practises and all staff were familiar with cleaning routines. Wellingtons and raincoats were provided for the children to use outdoors. We saw that there were annual tests for heating and electrical equipment.

The leader is committed to providing a very safe, clean and secure environment for the children.

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

There is sufficient space and facilities to meet the needs of the children.

The leader ensured there was ample space for the children to play. As well as the main classroom, which was spacious with stimulating learning resources, children had access to a large outdoor area. Children had access to a grassed area with climbing resources, a sheltered area to allow play in inclement weather as well as the school yard when it was not in use by the school children. The main playroom was very well decorated, child centred and welcoming with displays of children's work all around.

Leaders ensure the environment is stimulating and well resourced.

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

The leader ensures that all children have access to a wide range of clean and good quality furniture, equipment, toys and materials which meet their needs.

We found that children had access to furniture and equipment that were appropriate for their ages and needs. There were plenty of child-sized tables, chairs and comfortable furniture such as large floor cushions, all of which were in good condition. There were

books in both English and Welsh and related to current theme. Other resources included a home corner, maths area, hairdresser corner, jigsaws, trains and track, dolls and soft toys, workshop, dressing up clothes, small world play, craft equipment and construction toys.

The leader ensures there is a selection of good quality resources and equipment.

4. Leadership and Management

Summary

The leadership at the playgroup is effective. The service meets all of the national minimum standards. Staff recruitment and management is effective and meaningful. The service has long-standing members of staff who enjoy their roles. The service has good partnerships with the school and local community.

Our findings

4.1 How effective is leadership?

The registered person oversees the management of the nursery and creates a clear vision for the service ensuring that effective policies are in place.

The standard of record keeping was good, and policies and procedures were reviewed annually. Leaders confirmed these were then shared with all staff who signed to confirm they had read and understood all policies. We viewed a sample of child record forms and parental contracts and found them to be in line with regulations. All staff had attended training on the 'Prevent Duty' and showed a good understanding of the document.

Leadership is effective.

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.

Leaders conducted annual quality of care reviews every year. Parents completed questionnaires and leaders obtained staff views via the regular staff meetings and supervisions. Children were able to contribute to the review as they shared their experiences at the service, what they enjoyed and what they did not enjoy. The service had received a rating of 'highly commended' by a national quality assurance scheme.

Self-evaluation is thorough and purposeful.

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

Staff working at the playgroup are qualified and experienced and they have access to ongoing training to improve their knowledge and practice.

We viewed staff files and found that leaders implemented robust and thorough recruitment and induction systems. Staff told us they received supervisions and annual appraisals.. Staff had training opportunities, with three of them working towards the next level of a recognised qualification.

The management of practitioners and staff is effective.

4.4 How effective are partnerships?

Leaders provide parents with relevant information about the care of their children. They have good links with the local community.

The service had close links with the community and arranged visits to the local Church and the reverend came to visit the service. The local sewing group were involved in making story sacks for the children. Leaders planned regular local outings which include going on the train, local dinosaur park and adventure farm. The annual Christmas concert was performed in the school hall and all parents were invited in. Parents told us that their children loved attending and that their children receive the best possible care. Another told us how she had moved her child to another service because logistically it was the best thing to do but had returned after a short period because it did not compare to the care received at this service.

Leaders have formed successful partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

Leaders were notified they were not compliant with the regulation relating to review of quality of care because a quality of care report was not available. A copy was forwarded to CSSIW following inspection.

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

None

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 06 December 2017 for a total of five hours;
- we spoke to children, five parents / carers, staff and the person in charge / registered person;
- we completed a Short Observational Framework for Inspection (SOFI) 2 tool in order to capture evidence of the children's engagement and the care being provided by staff.;
- we looked at a sample of documentation and policies including staff files, registers, children's development records, statement of purpose and the service's quality of care review report and
- we read information about the service held by CSSIW including the self assessment service statement (SASS) and previous inspection reports.

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	Maria Joyce
Person in charge	Maria Joyce
Registered maximum number of places	18
Age range of children	2 – 5 years
Opening hours	9:00 – 11.30 and 12:45 – 15:15 Monday to Friday, term time only.
Operating Language of the service	English
Date of previous CSSIW inspection	15 December 2014
Dates of this inspection visit(s)	06 December 2017
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 an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.
Additional Information:	