



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

Childcare Inspection Report on

Sageston Community Primary School Playgroup
Birds Lane
Sageston
Tenby
SA70 8SH



Date of Publication

Tuesday, 17 April 2018

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Description of the service

Sageston Community Primary School Playgroup operates from the primary school in the village of Sageston. The service is open for two sessions per day, Monday to Friday, during school term time. The morning session runs from 9:15am to 11.45am and the afternoon session is from 1:15pm to 3:15pm. The service is registered to provide care for up to 19 children. Children are able to remain in the rooms where the childcare is provided during lunch break, during which time they are under the care of the school rather than the playgroup. The care is provided for children aged 2 years and 3 years old. The responsible individual is Joan Morris and the person in charge is Jane Lloyd.

Summary of our findings

1. Overall assessment

Children are very happy and settled at this playgroup and they enjoy their play. They are cared for in a very suitable environment by calm and positive staff. Leadership and management is appropriate on the whole and parents are happy with the service that is provided.

2. Improvements

Following our visit, the responsible individual confirmed that she had arranged for the liquid soap dispensers to be refilled.

3. Requirements and recommendations

We notified the provider that they were not compliant with regulations in relation to:

- the keeping of records. This is because there were not accurate records of the hours that staff were caring for the children attending the playgroup. The responsible individual confirmed that a register had been put in place after our visit;
- the suitability of workers. This is because full recruitment information and documentation was not available for one person who was caring for the children.

We also recommended that the providers should:

- update the statement of purpose for the service to ensure that it provides a fully accurate picture of the service provided and fully meets national minimum standards;
- improve privacy for children having their nappies changed;

- develop one clear child protection policy which is shared with staff and parents;
- introduce development records for all children;
- further develop the activity planning for the service;
- improve consistency in opportunities for children to practise their independence;
- formalise the process for one-to-one supervision meetings with staff; and
- ensure that parents sign accident records.

1. Well-being

Summary

Children are very settled and happy at this service. They really enjoy a range of play activities and interact well with each other and staff. They are able to make choices most of the time and they have opportunities to be independent.

Our findings

1.1 To what extent do children have a voice?

Children were able to make their own choices in many areas.

Children were able to freely choose the activities that they wanted to do during free play and they could also choose what toys they would like to get out on the carpet for the afternoon session. When a child showed a member of staff a bauble that had fallen off the Christmas tree, they were offered a choice of where to put it back. When a child asked for more milk, they were given some. However, the children were initially given snacks and drinks without being asked if they would like them or not.

Children have a sufficient voice.

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

Children are relaxed and comfortable at this service.

Children were comfortable, chatted to staff and played with them happily. We saw children approach staff and the responsible individual for cuddles. Children who joined the playgroup from the school before lunch came into the playgroup room happily. Parents told us that their children were happy attending the service.

Children feel very safe, happy and valued.

1.3 How well do children interact?

Children take turns and share. They are developing friendships and they follow directions given by staff.

We saw children playing together and taking turns. For example, they played with cars in a garage together and took turns with a 'Crocodile Dentist' game. When one child wanted a small world figure that another was playing with and was unable to have it, they accepted this and went to play with something else. We saw two children holding hands, cuddling each other and playing together for a significant period and two children worked together to put a set of blocks away. When staff asked children to do something, they did as they were asked, such as tidying up. One child still had a toy when it was time to move onto another activity and when the child was asked, "Can you put Peppa Pig back in the box please?" they did so. Children said 'please' and 'thank you,' often unprompted, throughout our visit.

Children interact well.

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

Children are engaged and interested in their play activities.

We saw children absorbed in their free play. For example, in the role play area, a child was playing with the play kitchen and told us, "I'm making some eggs," whilst another child was 'shopping' and another child was enjoying 'vacuuming' the windows. Children had fun and laughed when playing the crocodile game and when playing in the outdoors with trikes and scooters.

Children very much enjoy their play and learning.

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

Children are given opportunities to do some things for themselves. They participate in activities that develop their individual skills.

During our visit, children participated in a balance of free play activities and focused activities. Their focused activities included colouring and gluing on an individual basis and also practising Christmas songs in preparation for their show. Evidence in planning documents and photographs also showed that children took part in painting, dressing up, and play dough activities. Many children went to the toilet independently, washed their own hands, put their own coats on pegs and had a go at putting their own coats on. We saw some children independently gluing, colouring and sprinkling glitter.

Children develop, learn and become independent appropriately.

2. Care and Development

Summary

Staff interact with children positively and calmly and they successfully manage their behaviour. They follow the playgroup's policies to keep children healthy and safe and they meet children's needs. However, there are inconsistencies in how effectively staff promote children's independence and individual skills. Staff plan on a basic level and they do not track the development of all children. Action is also needed to protect children's dignity and privacy when changing nappies.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The staff follow the playgroup's policies and procedures to keep children safe and healthy.

Staff supervised the children well and took appropriate action if a child hurt themselves. We saw notes in an accident record book showing that staff had phoned parents when a child had bumped their head, for example, and they had applied cold compresses to bumps and bruises. The responsible individual confirmed that all staff had completed first aid training but we only saw one first aid training certificate for a member of staff who worked at the playgroup. Staff had recorded accidents in an exercise book but not all of the records had been signed by parents. The person in charge confirmed that parents would have been told verbally. Staff had completed child protection training and we saw the certificates for this training. A member of staff was confident when we spoke to them about the process for referring concerns: she knew who the designated person for child protection was and knew where to access contact numbers for the local authority and that she could make a referral herself. Where a child had specific medical needs, a detailed health care plan had been put in place. However, staff changed children on a nappy changing station and also on a changing mat in the centre of the child care room where they were visible to all in the room. Staff encouraged children to take part in physical play in the outdoors on a regular basis and gave children healthy snacks and drinks. On the day of the visit, they gave children toast, pieces of apple and raisins as snacks.

Staff keep children sufficiently safe and healthy.

2.2 How well do practitioners manage interactions?

Staff praise children and boost their self-esteem. They are calm and kind and they use positive behaviour management techniques.

We heard staff praising children for good behaviour on a regular basis. They said, for example, "bendigedig," "brilliant," and told a child that they were "sitting beautifully." We also heard examples of staff praising children for their craft work saying, for example, "Wow these are lovely!" about children's crafts, which made the children smile. When a child wanted another child's toy, a member of staff successfully distracted the child with another activity. When a child was not coming to sit on the carpet as asked, a member of staff

cuddled the child and spoke softly and they happily stayed with her. A member of staff gave a child big cuddles and reassurance when they fell over and the child was soon soothed.

Staff manage interactions well.

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

Staff know the children and their needs. They are beginning to track children's development and planning for their skills development. There are inconsistencies in the degree to which staff encourage children to be independent and support the development of their individual skills.

We saw a number of examples of staff encouraging children to use their communication, mathematical and physical skills. For example, when doing colouring and drawing activities, a member of staff supported and encouraged a child to draw around a shape saying, "I'll hold it and you go round it" and talked with the child about the shape and the colours. We also heard a member of staff singing to a child when changing their nappy and the child joined in with this. However, we also saw a number of instances where a member of staff gave too much assistance and did not allow children to do things for themselves. For example, a member of staff applied glue to a picture rather than letting a child do it and held their hand over a child's hand to do some basic colouring which the child was able to do themselves. Not all of the staff engaged with the children during outdoor play. Staff tracked the development of children's skills from the age of three. They worked closely with the nursery teacher of the school to do so, as these children also attended the nursery class. However, there were no development records for two year old children. The responsible individual told us that she intended to take action on this in the near future. All children had a book of activities such as colouring, sticking and painting which they worked through with staff. We saw examples of the planning for the playgroup which identified basic activities and resources such as 'dressing up' and 'snowflakes- paint, glitter'. Staff frequently reminded children to go to the toilet and wiped children's noses as necessary. Staff used incidental Welsh with the children such as "barod" (ready), "bendigedig (wonderful)" and "amser tacluso" (tidy-up time).

Staff adequately promote children's play and development, on the whole, and they meet the children's needs.

3. Environment

Summary

Leaders provide an environment which is very suitable on the whole. It has facilities that meet children's needs. It promotes children's independence and is bright and welcoming. Leaders provide plentiful good quality resources to the children.

Our findings

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

Leaders take action to identify and reduce risks to children.

There was a 'health and safety policy' in place which identified risks and the control measures that were in place. The premises were secure and leaders kept a record of visitors to the service. The responsible individual provided evidence that up to date PAT testing had been carried out on the electrical appliances within the playgroup. We saw evidence that the gas heating system had received an up to date safety check. The environment was clean, well-maintained and a suitable temperature.

Leaders effectively ensure that the environment is safe.

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

Leaders provide children with a bright and welcoming environment that has the space and facilities to meet their needs. Leaders provide an environment that supports children to be independent.

Leaders provided a large room for the children which was set out to give children a variety of experiences. They had provided suitable-sized furniture for the children to do table-top activities, a carpeted area where children sat together or played and a comfortable 'den' with cushions and soft toys in which children could relax. Leaders had provided toilets and hand washing facilities that were easily accessible and were a suitable size for the children, as well as potties. During the visit, children were unable to wash their hands wholly independently as the liquid soap had run out of some dispensers. However, the responsible individual confirmed that this had been addressed immediately after our visit. Leaders had decorated the child care room with bright and colourful displays, which included children's craft work and photographs. They had provided coat hooks at the children's level which enabled them to hang their coats independently. They also stored resources at a low level where children could access them independently. The room benefited from lots of natural light. Leaders had also provided an outdoor area where children had ample room to play on their wheeled toys. The person in charge told us that although they use it on a daily basis during the winter months, in warmer months they had even more use of it and used it as an extension of the child care room. There was bilingual labelling throughout the environment.

Leaders provide an environment that is very suitable on the whole.

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

Leaders provide plenty of play resources for a range of needs and interests.

Leaders provided resources indoors such as construction toys, role-play toys, games, small world toys, a garage and cars, books, games and a selection of different pencils and crayons with paper. They had also provided a range of resources to children outdoors, such as trikes, scooters, footballs and a slide. Leaders had provided two sand trays with resources for the children in the outdoors, although there was very little sand in the trays during our visit. The person in charge told us that more sand had been ordered to replenish the trays and that these trays were also used for water play in the summer. Leaders provided suitable cups for children to have drinks for those who did not bring their own beakers or bottles.

Leaders ensure that resources and equipment are of good quality.

4. Leadership and Management

Summary

The responsible individual is a visible presence in the playgroup and parents are very happy with the service that is provided. Leaders review the service appropriately and make plans for improvement. However, improvements are needed in relation to the management of staff.

Our findings

4.1 How effective is leadership?

The statement of purpose does not give a full picture of the service provided and does not fully meet national minimum standards. Leaders operate suitable policies, on the whole.

The responsible individual updated the statement of purpose following our visit. However, there was information missing which meant that it did not fully comply with the national minimum standards and it was not fully clear that the children who remained within the school building during the break between sessions at lunchtimes were not the responsibility of the playgroup. The times of the sessions stated in the statement of purpose did not match with the information provided to CSSIW by the responsible individual. However, she explained to us that all of the children, including two year old children, were the responsibility of the school between playgroup sessions. She also confirmed to us that she had made checks on the public liability insurance that was in place in the name of the local authority and was confident that it covered the playgroup provision as well as the school's educational provision and the lunchtime provision. We checked a sample of the policies for the service including the policies on child protection, behaviour management, complaints and 'alternative learning needs' and we found that these were mostly suitable. However, when we discussed with the responsible individual that there was information missing from the playgroup's child protection policy, the responsible individual told us that the staff would also abide by the school's child protection policy as well as the playgroup's. The responsible individual was a visible presence at the playgroup and the children and staff were very familiar with her.

Leadership is not fully effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders review the service and make plans for improvement. They include staff, parents and children in this process.

Leaders had completed parts one and two of the Self-Assessment of Service Statement (SASS) as requested by CSSIW. Leaders had conducted a quality of care review and written a report on this review which identified targets for improvement such as including extra transitional sessions between playgroup and the nursery and arranging an 'open

session' for parents/carers to take an active part in a session with their child. The report stated that children's and parents' views had been sought through questionnaires. The responsible individual was able to give us an update on the progress with these targets. For example, she told us that they had increased the number of transition sessions. All staff who completed CSSIW questionnaires strongly agreed that leaders listened to their views.

Self-evaluation and planning for improvement is appropriate.

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

Staff feel well supported and there is a system of annual appraisal in place. However, there were not sufficient records to demonstrate that there were the correct number of staff on duty at all times.

At the time of our visit, there was not a record of the staff who were looking after the children in the playgroup. Leaders kept a record of the staff present in the school but it was not recorded if they were deployed in the playgroup or the school. Therefore, we could not be confident that there were always the right number of staff looking after the children. There were enough, suitably qualified, staff caring for the children during our visit. The responsible individual told us that she had put a staff register in place after our visit. The responsible individual made available the documentation regarding the suitability checks which had been completed by her, in conjunction with the local authority and their recruitment processes. However, there was not full recruitment documentation available in relation to one person who was caring for the children but the responsible individual told us that she had seen all the required information and this was held on file elsewhere. The responsible individual confirmed that she conducted formal annual appraisals with the staff and that she also made observations in the playgroup and gave feedback. Staff and the responsible individual also confirmed that there was an open door policy and that staff could discuss issues with leaders as they arose. All staff who had completed CSSIW questionnaires strongly agreed that leaders were supportive.

Management of staff is not fully effective.

4.4 How effective are partnerships?

Leaders gave parents information about the service provided and parents are very satisfied with the service provided.

Leaders agreed contracts with parents for the children's care and also gave parents the opportunity to read or have a copy of the service's policies. Parents who we spoke with and who completed CSSIW questionnaires stated that they were given information about the service and their child's progress and well-being. All parents who had completed CSSIW questionnaires strongly agreed that the service was well run and that the staff and leaders communicated well with parents. There were strong partnerships with the school where the playgroup was based because the responsible individual was also head teacher of the

school. The person in charge worked closely with the school's nursery staff to communicate about the three-year olds' development and needs and to organise the transition of children from playgroup to school. The person in charge also attended whole-school meetings and children who attended the playgroup took part in school events such as concerts and sports day.

Partnerships are very effective.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Update the statement of purpose for the service to ensure that it provides a fully accurate picture of the service provided and fully meets national minimum standards;
- improve privacy for children having their nappies changed;
- develop one clear child protection policy which is shared with staff and parents;
- introduce development records for all children;
- further develop the activity planning for the service;
- improve consistency in opportunities for children to practise their independence;
- formalise the process for one-to-one supervision meetings with staff; and
- ensure that parents sign accident records.

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 11 December 2017 for approximately six and a half hours. We:

- inspected a sample of documentation and policies;
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, parents, staff, the person in charge and the responsible individual;
- read four CSSIW questionnaires from parents and three questionnaires from staff; and
- provided feedback, by telephone, following our visit.

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
Responsible Individual	Joan Morris
Person in charge	Jane Lloyd
Registered maximum number of places	19
Age range of children	2 years and 3 years old
Opening hours	9:15am to 11.45am and 1:15pm to 3:15pm, Monday to Friday, during school term time.
Operating Language of the service	English
Date of previous CSSIW inspection	10 December 2014
Dates of this inspection visit(s)	11 December 2017
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
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. 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> . However, the service is in a predominately English-speaking area. Incidental Welsh is used with the children and there is bilingual labelling on display.
Additional Information:	