



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

Childcare Inspection Report on

Daisy Chain Playgroup

**St Michael's Church Hall
Ty'r Owen Row
Cwmafan
Port Talbot
SA12 9BB**



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Description of the service

Daisy Chain Playgroup, offering Flying Start places, was registered with the Care Inspectorate Wales (CIW) in April 2014. The registered person is Claire Lewis, who is also the person in charge.

The playgroup provides sessional care for a maximum of 20 children under eight years at any one time. The service is located within St Michael's Church Hall within the village of Cwmafan, Port Talbot. It is open on Monday, Tuesday and Friday mornings between 9:00am and 11:30am and on Wednesday and Thursday afternoons between 1:15pm and 15:45pm

Summary of our findings

1. Overall assessment

Daisy Chain playgroup offers a safe and stimulating environment for children. Children attending are happy, enthused and inspired by their play and learning experiences. Staff know the children very well and are able to meet their needs. Children benefit from warm caring relationships.

2. Improvements

Child proof locks added to kitchen cupboards.

3. Requirements and recommendations

To update the statement of purpose.

1. Well-being

Summary

Children thoroughly enjoy their play and learning at this service and interact in a highly positive manner. Children are actively engaged in activities and are able to play with a vast range of resources which stimulate their curiosity and interests. They are confident in communicating their experiences and their choices and they are fully valued and secure. The children develop in all areas through their learning and play experiences.

Our findings

1.1 To what extent do children have a voice?

Children are able to make choices and decisions and are provided with opportunities to express themselves and they know that their communication is valued.

Children were encouraged to speak and express themselves and we saw them engaging with each other and staff during the inspection. Children could follow their own interests and were content to play on their own or in small groups. We observed children enjoying make believe by carefully changing a doll's clothes and nappy and then putting "dolly to bed". Most equipment was pink on the day of the inspection as the theme of traditional stories was "three little pigs! Children told us that the rocker, the pram, the clothes and the "dolly" were all pink. Children were happy to play with the farmyard filled with straw and very realistic pigs and piglets and were very inquisitive and engaged with staff about the activity. Children could choose their snacks and drinks and were responded to promptly when they asked a question or indicated what they would like to do. Children were excited to play outdoors and made use of all the choices available; the trikes and slide being the favourites. Children were happy that they would have their turn and enjoyed the running around in cold weather.

Children's voices and communications are heard and responded to at the service.

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

Children are praised regularly, are confident and show happiness with lots of smiles and laughter.

We saw children confidently moving around the playroom choosing to play with toys or enjoying more structured play with staff. The children were considerate to each other in the main and did understand sharing and taking turns. Staff praised all achievements from "da iawn for building that enormous tower", to "good girl for sharing those dolls". Children reacted with smiles and hugs when they were praised. All the children reacted positively when their achievements were recognised by staff for example saying a new word or listening to gentle prompts about walking slowly. We saw a great deal of laughter around the farm yard area and the children obviously enjoyed the whole "three little pigs" theme. Children were confident to make mistakes, for example, if they dropped or spilt something

they knew they would be helped to put it right. At circle time, the children were excited to play “tap tap” when they chose items out of a covered box and then sang a song about their find, for example, a “big furry spider” resulted in a wholehearted song with actions which all enjoyed. Children willingly helped to tidy up before getting other toys out for which they received praise as recognition for their help and good work.

Children do feel happy valued and safe and are able to show their feelings.

1.3 How well do children interact?

Children are excited in their play and learning and enjoy being with other children and staff at the playgroup.

We saw children play together cooperatively and share toys. Sometimes they would talk together and start a new activity, for example, building with duplo. Children were very happy to interact in small groups and especially at circle time when they were sitting together and either singing with vigorous actions or playing a game, for example “Tap Tap”. During snack time, they interacted well with each other, chatting in their own way and sometimes shared their snacks. Children were well behaved and although there were a few squabbles, they were eager to communicate with each other and with staff.

Children positively interact and are keen to improve their communication.

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

Children are engaged in a variety of play and learning opportunities that promotes their well-being.

We saw children were enjoying their play opportunities and various experiences including structured and free play. They sustained their interest for an appropriate amount of time. Children were able to talk to staff and smiled when they were encouraged to try a new game or complete a more difficult puzzle. They enjoyed completing jigsaws, colouring in activities and playing with construction toys as well as dolls and make believe play. The play dough was a great source of delight and the children told us they loved making pink pigs as per the theme of the day. The children enjoyed engaging with us during this activity and magically slipped a play dough pig into the notebook we were using as was discovered later.

Children gain an inspiring sense of achievement and value from their play and learning.

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

Children are confident and motivated and are able to develop their independence through activities and routine.

We saw children learning to dress and undress dolls independently, put nappies on baby dolls and tuck them up in their cribs. Children were patient and engrossed during this

activity as the poppers and buttons on the dolls' clothes were sometimes difficult to manage. Although they were offered help, children were keen to learn how to do things for themselves. Children washed and dried their own hands and knew where to place their paper towels and in what bin. They thoroughly enjoyed brushing teeth time and made every effort to get it right by following the instructions from a staff member holding a model. Some children were able to dress themselves for outdoor play; others needed a helping hand but were definitely learning to become independent and keen to do so. Children used forks and spoons to eat their snacks or their fingers if it was too difficult. Each child had a turn to be a helper at playgroup and learned how to give out plates or cups to each child. Children helped to tidy up with the help of the "tidy up song" and were seen to be confident about where to put the toys and games in readiness for the next activity.

Children learn and develop confidence and independence very well at the playgroup.

2. Care and Development

Summary

The staff are motivated and enthusiastic, caring and responsive towards the children. They are consistent and thorough in supporting children's developmental progress. The staff are well qualified and have an in-depth understanding of the children's individual needs and work effectively to meet these needs. They understand the safeguarding policy and procedure so as to promote children's health and safety. Staff are positive role models for children and help to create a warm, fun atmosphere that is conducive to learning whilst involving children in decision making, evaluating and planning on a variety of levels. Staff plan for a range of activities that encourage children to develop their skills and learn new things. Staff liaise with other professionals to support those children who require additional help.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff implement a comprehensive range of policies and procedures in order to keep children safe and healthy.

Staff promoted healthy lifestyles and dental hygiene. Staff had been inspected by the environmental health agency and received a rating of 5. Staff were aware of children's allergies, which were recorded on each child's personal file, and readily displayed for staff preparing food. There was a clear safeguarding policy in place and staff were able to tell us how to implement the policy and were aware of their responsibilities regarding safeguarding and who to report any concerns to. Staff had attended relevant child protection training. We saw completed records of any accidents or incidents. Staff had attended a first aid and food hygiene training course. There was a timely procedure in place that ensured that training was re-booked prior to the expiry date.

Staff consistently kept children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff work in line with their behaviour management policy. They are consistent in their approach and have regard for the children's individual stage of development and understanding when managing interactions.

The behaviour of children was managed in a way that respected and promoted their welfare and development. Staff told us that if repeated unwanted behavioural issues had arisen with a child, they would endeavour to gain an understanding of the reasons behind the behaviours and would work in partnership with the child's parents and/or carers to resolve the issues. Staff gave each child as much time as they needed to complete an activity and were wholeheartedly engaged with the children at their level in listening to what they said about their creations, giving them praise at every given occasions. Staff promoted

children's sharing and encouraged them to being kind to each other. We saw that the staff were very good role models and saw many examples of them encouraging good behaviour effectively throughout the day with the children. For example, being respectful to each other, encouraging children to share toys and take turns and say please and thank you. We observed one child who became upset and frustrated and a staff member quickly responded to the child asking what had upset the child, encouraging the child to express their feelings, acknowledging the child's level of understanding and maturity as well as their emotions and seeking to find a solution. This method clearly worked as the child soon went off to play happily. We saw that throughout the day children were given cuddles, and respect from staff.

Staff are effective at managing children's interactions and behaviour.

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

The staff know, understand and meet children's individual needs and plan for the next steps in their play and learning

Children's needs are met through appropriate observations and planning. Staff made observational notes during each session, which were used to tailor the planning for future sessions and to keep track of a child's developmental progress. We saw that at the end of each play session staff had time to write up notes and complete records on each individual child. Children had a baseline assessment on entry to the service and then developmental trackers were updated regularly. Staff used these assessments to determine which children needed additional help and support. This ensured that any additional needs or issues were quickly identified and steps were taken to address them in partnership with parents. Staff were supported by a range of other professionals, including an educational psychologist and health visitors to ensure that all children's needs were supported as necessary. The staff knew the children in their care well and had an up to date understanding of each child's likes, dislikes and preferences. We saw a sample of the development records for children and found that the staff had consistently identified the next steps in the children's development and planned activities accordingly. Staff practise a reflective approach to their work and use observation and assessments as a planning tool. The progress of children is assessed by observation and recorded in their personal record. The staff did not provide the 'active offer' in relation to the Welsh language. However, they were involved in learning the Welsh language and practised Welsh songs, words and phrases with the children throughout the day. Children experienced warmth, attachment and belonging as there was a key worker system in place to encourage the development of good, stable relationships. We saw that staff were genuinely affectionate and caring towards the children. Individual need was recognised and met and a staff member was available for one to one caring when necessary.

The staff are dedicated and very enthusiastic in promoting children's play, learning and development.

3. Environment

Summary

Children benefit from a spacious play area which is decorated but also shared by the church groups. The learning environment is rich and the premises are clean and comfortable.

Our findings

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

The staff ensure that the children are safe and secure in their environment.

Risk assessments were in place for all areas of the service. We saw that all doors were locked and visitors were asked to sign the visitors' book. All fire drills were up to date and fire equipment and devices were checked regularly by the church warden and a record kept at the playgroup. We saw that staff only released children to named or known individuals as agreed by parents.

The staff are competent at ensuring the safety of the environment.

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

Children's well-being is promoted by their environment because there is a wide range of toys, facilities and equipment that meets their needs.

Different areas had been created in the room to allow for space to relax, look at books, undertake messy play and learn about current themes, for example, the "pig farm yard" play with bigger toys, which included push along fire engines, prams, trucks and trains as well as a circle area and a wigwam, to name just a few. Children have the opportunity to access the toys and for snacks they have suitable chairs and tables. The outdoor area does provide space to play and staff make the most of an area which is also shared at other times. Children nodded in agreement when asked if they liked coming to playgroup and showed us some of their favourite toys.

The staff ensure the suitability of the environment as far as they are able in a shared space.

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

The staff ensure that children have access to furniture, equipment, toys and materials that are appropriate and suitable to their needs. Resources are purposeful, wide ranging, clean and of good quality.

Toys were of good quality and kept clean and functional because they were checked regularly by staff. Toys were suitable and varied for the infants and the children and we saw puzzles and equipment to suit all ages and levels of development.

There are excellent selections of quality resources such as indoor and outdoor slides, big push along toys, castles and garages as well as books, dressing up clothes and craft materials. Staff told us they regularly review their resources to ensure that quality is maintained.

Leaders ensure that resources and equipment are of good quality.

4. Leadership and Management

Summary

The leadership of the staff is effective. The leaders and staff review the service provision in partnership with parents, carers, children and other professionals.

Our findings

4.1 How effective is leadership?

Leaders have a very clear vision for the service and set clear and robust policies that are focused on children's needs. A positive ethos whereby children feel valued and supported is reflective in practice.

Leaders and staff set and strive to maintain high standards of care for the children. There were several folders containing relevant information about each child in their care as agreed between parents and/or carers with the involvement of other professionals for example, speech therapist and health visitors. Other information available included CIW's last report, public liability insurance certificate, certificates of staff qualifications, a statement of purpose and accident/incident, existing injury records and records of any medication administered. A register recorded the children and staff in attendance. All paper work was easily accessible and methodically kept. Observations, assessment and record keeping were deemed essential within the playgroup setting to ensure the needs of individual children were met. Records were kept in line with the service's confidentiality policy and were available for discussion with parents/carers at any time. Information was shared with parents verbally, and in written form.

Leadership is effective.

4.2 How effective is self evaluation and planning for improvement?

The leaders create a reflective practice of ongoing review of the quality of care of the service and involve parents, carers children and other persons.

Leaders were well organised and had established a system that kept track of the feedback from parents, carers and children by the use of questionnaires and open discussions. A quality of care review was undertaken annually and a report completed, which was made available to all. We spoke to several parents/carers who all stated that they were happy with the service that was provided and that the staff were approachable and would deal with any issues that they might have. Staff had approached the church warden to see if a barrier could be erected at the entrance to the playgroup following discussion with parents. All feedback from parents was very complimentary and commented on how their child/children enjoyed and flourished by attending the service. They had made comments including how the staff discussed their child's progress with them as and when was necessary. They said

that they particularly liked the methods of communication with about routines, events and themes being followed. We spoke to one parent who gave nothing but praise about her child's care, saying, "It's absolutely fantastic here, my child really looks forward to coming here". Another commented that staff were very approachable and kind and that her child's progress and behaviour was much improved.

Leaders have systems in place that effectively review the service's quality of care.

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

Leaders follow robust recruitment procedures and ensure that staff understand their roles and responsibilities.

Information on staff files evidenced a thorough recruitment process. All documentation was present that accessed each staff member's suitability. The staff received formal supervision and annual appraisals and told us they understood their roles and responsibilities to care for and develop children through play and learning. We saw from training records and certificates that the staff kept abreast of developments in child care practice by attending relevant training courses. Staffing ratios were exceeded and the low turnover of staff ensured the children experienced consistency. Staff said that they worked well together as a team, they were respected and valued by management and had opportunities for ongoing training and recognition for their work.

Staff were able to manage their time, plan for activities and record observations and relevant information of children in their care.

Leaders manage staff and resources very responsibly.

4.4 How effective are partnerships?

Leaders work with parents and carers to identify each child's individual needs and to keep them informed about their child's progress and well-being.

Staff involved parents and carers in making decisions about their child/children's care and built effective partnerships with them. They obtained detailed information about children's needs and preferences by agreeing contracts and completing child record forms as well as keeping them informed on a daily basis. Staff took time to give verbal feedback to parents and carers when they collected their child/children discussing what the child had achieved and completed during the day, including any significant event or changes in behaviour. When there was a proposal to change an aspect of a child's care, parents and/or carers were fully involved in the decisions and in the review of these decisions for example, when children were making a transition from playgroup to school. They had established a working partnership with the local school, meeting regularly with other professionals. The service worked closely with parents and worked hard to engage them through a range of different events and activities including attendance at development day held quarterly which was a great success. as parents told us this when we were able to talk to them as a group.

Staff have established very good partnerships with parents/carers and supporting agencies.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

To update statement of purpose to include address, routines and activities.

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 22 January 2018 for approximately four hours. We:

- observed the children and the care they received;
- looked at a wide range of records, including policies and documents
- had discussion with the registered person;
- spoke to staff;
- looked at responses from parents in respect of the care, looked at a range of thank you cards and letters and
- talked with parents

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

About the service

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Claire Lewis
Person in charge	Claire Lewis
Registered maximum number of places	20
Age range of children	2-3 years
Opening hours	Monday, Tuesday Thursday and Friday 9:00-11:30 Wednesday 1:15 -3:45
Operating Language of the service	English
Date of previous CSSIW inspection	12 November 2014
Dates of this inspection visit(s)	22 January 2018
Is this a Flying Start service?	Yes
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 which does not provide an "Active Offer" the Welsh Language, it does not anticipate, identify or meet the Welsh Language needs of children who use or intend to use the service. We recommend that the service provider considers the Welsh Governments "More Than Just Words" strategic guidance for Welsh Language in Social care
Additional Information:	