



## Inspection Report

**Little Red Berries Playgroup**

**Cwmbran Integrated Children's Centre  
Ton Road  
Hollybush  
Cwmbran  
NP44 7LE**



**Date Inspection Completed**

19/01/2023

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## About Little Red Berries Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Person	Sarah Underwood
Registered places	24
Language of the setting	English
Previous Care Inspectorate Wales inspection	<a href="#">Manual Insert]</a> 2 <sup>nd</sup> & 5 July 2018
Is this a Flying Start setting?	<a href="#">Manual Insert]</a> No
Does this setting provide the Welsh Language active offer?	This setting does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Adequate</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

For further information on ratings, please see the end of this report.

## **Summary**

Children have good opportunities to progress because there is access to a varied selection of play and learning opportunities. Children are building positive relationships with their peers and have good relationships with staff who care for them. They are comfortable with the routines of the setting and have regular opportunities to develop their skills.

Staff are well qualified, professional and have a good understanding of how to keep children safe and healthy. Staff monitor children's progress and understand their individual needs. They plan a wide range of activities that are stimulating and directly related to children's interests.

The provider operates as a pack-away setting based in the local community integrated children's centre. The premises are suitably maintained and secure. There are adequate record keeping systems in relation to health and safety and risks identified and minimised.

Leadership and management of the setting is effective and records and policies are organised and maintained to a good standard. Quality assurance processes take into account children, parents' and staff views and leaders plan for improvement to move the setting forward. Parents are appreciative of the care provided to their children, they receive regular updates on changes and events at the setting.

## Well-being

Good

Children are happy at the setting. They benefit from a good selection of age appropriate play and learning opportunities and are interested in the activities available. They enjoy selecting toys and playing small musical instruments. Children value the opportunity to play freely and follow their interests, moving confidently between tabletop activities and the floor activities. They show pride in their achievements, as we noted a child, supported by a member of staff, to write their name on their artwork. Children freely contribute to artwork and mark making activities. We saw a small group of children sitting in the craft area drawing and cutting shapes and decorating them with different coloured paper and shiny foils. Older children used their fine motor skills independently write their names and copy writing words. Some children needed help from staff, who were patient in holding the paper as the children attempted to do mark making or staff checked if the children's names were written well.

Children have consistent opportunities to be independent, follow their interests and make decisions. Most children are confident selecting objects and choosing books without assistance. They are learning to co-operate. They help to tidy up and choose to have snacks from the rolling snack table. Children are confident to speak out and say what they want. For example, a few children did not want to join in the art session when invited and instead they wanted to play in the role play area. They told a member of staff inviting them *"I don't want to do any drawing or cutting, I want to do dressing up"*. Children's needs are catered well. For example, we noted that at the end of the morning session, most of the children were engaged in listening to story time. Some of the children did not want to join in, therefore a member of staff stopped what they were doing and sat with the children playing with small world toys instead. This demonstrates that children's individual preferences are considered, and their needs are prioritised at the setting.

Children play happily together. Younger children enjoy watching and observing others and cope well with short adult led activities such as storytelling. Older children enjoy solitary play, but equally gain pleasure in small group activities where they share resources and sit together to complete tasks. Children know the routines of the setting. Some children stay for the lunch club, they enjoy sitting together to eat their food, it is a sociable time where both children and staff relax, sit and chat in a comfortable familiarised way. This helps children to feel a sense of belonging.

Children have warm and supportive relationships with staff and actively seek out staff for reassurance and comfort. When some children were briefly unsettled, they approached staff who provided immediate reassurances. The children are familiar with staff and feel at ease. This was demonstrated when a child commented during story time *"I like it when you do story time."* the member of staff replied, *"I like you helping me with turning the pages of the book, thank you"*.

Staff team have a good understanding of how to keep children safe and healthy. They are clear about their roles and responsibilities. They understand they have a duty to ensure children's well-being and safety in relation to safeguarding and their responsibility to report any concerns for children in their care. Staff are knowledgeable about how to make a referral should they be required to do so, in the absence of their safeguarding officer. Staff recognise the importance of infection control and their duty to follow procedures and ensure that the premises is safe and clean. In line with the protective measures, with regards to the pandemic, there are adjustments to staff practices and cleaning routines, to ensure that children and staff remain safe. Staff follow the setting's procedures to record accidents and incidents and maintain records to a good standard. Staff promote healthy eating and encourage parents to send food that is nutritious and meets the Welsh healthy eating guidelines. Snacks are nutritional and drinking water is readily available to keep children hydrated. There is a system for recording children's specific dietary requirements at the point of registration.

Staff promote children's behaviour in a positive manner and understand the behaviour management policy and the strategies contained within it. They act as good role models, treating children with care and respect. They are consistent in their responses to children and speak kindly and gently to them. Their interactions with children are positive and they demonstrate warmth when supporting children. They recognise when children are slightly unsettled and provide nurturing care. We heard staff frequently acknowledge children's achievements and praise them for their efforts.

Staff plan and support children's development effectively. There is good activity planning to ensure that play opportunities are appropriate and relevant. Staff meet new families and gather basic information about the child, this information is based in their "all about me" book which is included in their observation and assessment file. The information helps staff to get to know the child before they start. However, pertinent information such as what would help a child to be comforted when they are unsettled is limited. The curriculum for Wales is currently being introduced to staff by the deputy and staff have told us that they are confident in delivering the new method. Staff understand the importance of play and ensure that children have access to a selection of learning and play opportunities to support their development. All staff promote the use of Welsh effectively, using basic words and phrases to encourage children's understanding of the language.

**Environment****Adequate**

The premises are secure and suitably maintained. Visitors are required to sign in and hand sanitise on arrival at the setting. There is a sound risk assessment file, and hazards are identified and where possible eliminated. There is timely completion of key health and safety checks. Although the owners of the site regularly carry out the annual safety checks, the setting does not keep copies of these records. Staff follow clear evacuation procedures with children. However, we noted that fire evacuation drills are not as frequent. This can impact adversely, for example, some children may not be involved in regular fire drill process and therefore become confused or unsettled.

The environment is spacious, child friendly and the layout is conducive for play and learning activities. The setting is a pack-away playgroup, which operates from a large room within the integrated community hub. Staff follow procedures to ensure the environment is safe and suitable, completing risk assessments and daily checks. The outdoor play area is secure and well resourced. It is well utilised, providing plenty of opportunities for children to be physically active. During the inspection we did not observe children using the outdoor play area. This was because on completing the daily checks the staff had identified that the level of frost on the ground was not suitable for children to play safely outside.

Staff plan the layout of the playroom well, with zoned areas offering quieter activities and other areas for more energetic play. There is a reasonable standard of décor and the staff display children's artwork in consideration of the pack-away limitations. The managers told us that by displaying some of the children's work, even though these have to be stored at the end of the sessions, children develop a sense of belonging and ownership. Mostly resources are well organised and accessible to children giving them autonomy when choosing toys.

## Leadership and Management

**Good**

Leadership and management of the setting is good and most of the record keeping systems are organised and well maintained. The statement of purpose provides parents with sufficient information about what the setting has to offer. This means that prospective parents can make an informed decision about its suitability for their child. There is effective maintenance of daily records and children's contract records contain relevant information on children. Policies and procedures are in place. However, the lost child policy needs more details such when the police should be notified. We also noted that the policy for administering medication did not make it clear to parents that any agreed medication can only be kept for the required specified time only.

Management of the setting is effective. There are opportunities for staff to discuss issues during formal team meetings. Individually, staff can feedback their views on their roles, responsibilities and training needs via formal one to one supervision and annual appraisal meetings. Feedback from staff during the inspection, indicate they are happy with the level of support they receive, and the training matrix shows that staff have up to date core training. Staff files contained Disclosure and barring setting (DBS) to ensure all staff are suitable checked.

Management have good systems in place to monitor and review the setting. Leaders consult with children, parents, staff and stakeholders, obtaining their views before producing an annual review of quality of care report. There are positive partnerships in place. Parents told us that they feel supported and that their wishes are respected. Children with learning needs are suitably supported and parents feel that they are included in decision-making. Parents told us that they are very happy with the setting and their children are settled and very happy. They confirm that the setting notifies them of changes and that there is very good communication from staff and management.



## **Recommendations to meet with the National Minimum Standards**

R1. Ensure that more frequent fire drill is conducted and that this allows all children and staff to have the opportunity to become familiar with the process.

R2. Include more pertinent information about settling in new children and their individual needs.

R3. Improve lost child and medication policy with more information

R4. Ensure a copy of annual safety certification is kept on file.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

### Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

### Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
30	daily attendance registers did not include times of arrival and departure for each child	Achieved

Ratings	What the ratings mean
<b>Excellent</b>	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
<b>Good</b>	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
<b>Adequate</b>	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
<b>Poor</b>	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

**Date Published** 27/02/2023