



Inspection Report

Afan Playgroup

**Cymmer Afan Primary School
Margam Street
Cymmer
Port Talbot
SA13 3EE**



Date Inspection Completed

22/02/2024

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About Afan Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Person	Cathryn Evans
Registered places	21
Language of the service	English
Previous Care Inspectorate Wales inspection	19 September 2018
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service 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.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

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

Summary

Children are very happy and settled in the setting. They have a strong voice and have plenty of enjoyable opportunities for play and learning. Children interact well and form close bonds with their peers and staff. They are developing a good level of independence for their ages and stages of development.

Staff mostly implement robust policies and procedures effectively. They act as positive role models and have an appropriate understanding of how to keep children safe and healthy. Staff keep clear records of children's progress and are aware of how to support their development.

The environment is warm, welcoming and clean. It is organised in an efficient way, making effective use of the space available. The outside area is safe and stimulating. There is a good selection of well-maintained, age appropriate, quality resources both inside and outside. Leaders and staff follow procedures and complete risk assessments to ensure the environment is safe and suitable for children.

The leadership and management of the setting is effective. Leaders are passionate and committed to providing high quality childcare. Leaders build strong partnerships with parents and others which benefit the children at the setting.

Well-being

Good

Children are happy, settled and relaxed at the setting. They have a strong voice, and their needs and preferences are considered and respected. Children decide what they would like to play with from the wide range of activities and resources on offer. Children feel listened to by staff. During circle time, most children sat at the table joining in the activity, and other children who found this difficult sat with staff or chose activities of interest to them.

Children are confident communicating their wants and needs. For example, children happily ask for resources they want. They have strong relationships with the staff and are comfortable approaching them when they need help or reassurance. During circle time, children feel confident expressing their feelings and emotions. They feel valued when praised by staff for joining in; singing a variety of songs and counting in English and in Welsh, and were excited when staff gave them a sticker for joining in.

Children interact well for their ages and stages of development and are learning to behave appropriately. We saw children respecting and listening to others during circle time. They are learning to share when playing with toys. For example, children took turns being the dentist and giving staff treatment and were reminded by staff that '*sharing is caring*'. The interactions between children and their peers and staff are positive. Children shriek with excitement when playing 'What's the time Mr Wolf' outside and enjoy chasing their friends.

Children enjoy their play and learning opportunities and the resources at the setting. During circle time, children smile and join in with actions alongside staff, and laugh when singing 'Mr Hapus'. Children lead the play and staff follow their lead, asking questions and responding to the children's imaginative play.

Children are developing well and have opportunities to become independent. They are given time to do things for themselves. For example, putting on their own coats before going outside. During snack time, children serve themselves with tongs and pour their own drinks. Water is available throughout the sessions from a water tank which children happily help themselves to. They register themselves in the morning and we saw children happily putting their pictures on the wall to show they were in.

Care and Development

Good

Staff keep children safe and healthy at the setting. They understand and implement policies and procedures to promote the safety and wellbeing of children. Staff are aware of their roles and responsibilities to protect children and have completed mandatory training including first aid, food hygiene and safeguarding. However, some staff were not confident about the child protection procedures according to the policy.

Medication, incident and accident forms are recorded and signed by both staff and parents and are documented in the children's files. Overall, there are appropriate cleaning and hygiene practises in place. We saw staff tidy up sand following messy play. Staff sanitise the table areas before snack and ensure children wash their hands prior to meals. They offer a variety of nutritious foods and staff handling food wear protective personal equipment (PPE). During nappy changing, staff wear PPE and sanitise the changing mat between nappy changes.

Interactions between children and staff are warm and caring. Staff use positive reinforcement and consistently praise the children saying, "well done" and "da iawn". Staff have strong relationships with children and the children feel comfortable asking for help and reassurance when they need it. For example, during circle time children sit with staff and cuddle them if they need help settling in. Staff encourage children to follow instructions and are aware of their individual needs and abilities. Their interactions demonstrate warmth and kindness, and they are great role models to children; promoting the use of manners such as 'please', 'thank you' and 'diolch' during mealtimes. Staff discussions with children are calm and polite and staff implement the behaviour policy, consistently using positive reinforcement.

Staff work well as a team and are committed to providing a variety of play and learning opportunities, led by the children. They ensure children are supported to follow their interests and ideas. They observe children's progress and development and promote children's developmental next steps through play. Staff are aware of children's additional learning needs and support children effectively. They support children's language and development by asking them questions and they promote Welsh language skills through singing, counting and colour recognition.

Environment

Good

The environment is safe, inviting and well maintained. Leaders ensure that the environment is safe and secure. The doors leading to the outside area are locked and safety gates are in place between the main room and kitchen. There is a secure system to enter the setting and staff and visitors sign in. Leaders complete risk assessments for the premises and activities which are regularly reviewed. Leaders and staff ensure they complete daily safety checks of the environment to identify and eliminate risks to children. Maintenance safety checks and fire drills are conducted regularly. All areas accessible to children are free of harmful chemicals and medicines and first aid kits are readily available.

The environment is warm, welcoming and child friendly. There are many natural and age-appropriate resources for the children to access. The area is organised effectively considering the needs of the children. It provides bright and exciting areas for children to explore and develop their interests. The area is decorated in neutral décor which provides a calming atmosphere. Children's photographs and artwork is displayed throughout the setting which celebrates children's achievements. There are suitable and well-maintained furniture and resources to support children's independence. For example, tables, chairs, a sofa and plenty of low-level storage which allows children to access and choose their own resources.

Leaders ensure there are a good range of high-quality resources and equipment to stimulate children's interest and imagination. People who run the setting invest time and finances in furniture, toys and equipment. Leaders and staff regularly reflect on the areas they have set up and adapt them to suit the needs and interests of the children. Indoor resources include; musical instruments, animals, cars, an indoor wooden slide, blocks, Welsh and English books, dolls, a role play area and crafts. The outdoor area is well resources and thoughtfully designed. There are a variety of role play areas for the children, including a mud kitchen, stage and café. We saw children thoroughly enjoying playing in the outdoor area between the rain.

Leadership and Management

Good

Leaders have a strong vision for the future of the setting and are passionate about providing positive outcomes for children and families. They are well organised and ensure records are easily accessible. There are a range of policies and procedures in place. However, not all reflect the most up to date current guidance. During the course of inspection, the statement of purpose has been updated which is detailed and a good reflection of the setting and service provided. Leaders had not informed Care Inspectorate Wales of some changes to the service, however, these have been quickly updated following the inspection. Children's contracts and permissions are in place and signed by staff and parents. The records of attendance for staff and children show that ratios are consistently met. During the course of inspection, the setting has devised and implemented a new and clearer registration process which complies with regulations.

Leaders ensure staff suitability checks are in place and Disclosure and Barring Service (DBS) checks are current. They ensure staff have opportunities to attend mandatory training and have regular supervisions and appraisals. Staff express they feel supported at the setting and enjoy working there. They are aware of their roles and responsibilities in relation to children protection and safeguarding. However, further training on some safeguarding actions and responsibilities is needed. This is an area for improvement, and we expect the provider to take action. Following the inspection, leaders have confirmed they are reviewing their policies and procedures.

Leaders have self-evaluation systems in place. They have completed the Self-Assessment of Service Statement (SASS) and have completed detailed quality of care reports regularly and effectively. Leaders seek the views of children, parents, carers, staff and other childcare professionals which work closely with the setting. They devise and implement targets and improvements to the setting from the feedback obtained.

Leaders form strong relationships with a variety of partners including parents, carers, teachers and health visitors and they have regular communication with them. Parents and carers praised the setting, explaining that the communication between staff and parents is "*Amazing*". One expressed that their child has come on "*leaps and bounds*" since starting there. Parents are kept informed of their children's day through verbal discussions.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	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.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	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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20	Ensure that policies and procedures for safeguarding are reviewed and embedded.	New
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Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 18 - Quality assurance	Ensure all policies and procedures are regularly reviewed and updated in line with current guidance.
Standard 21 - Notifications of significant events	Ensure Care Inspectorate Wales is informed of any significant changes to the setting.

Ratings	What the ratings mean
Excellent	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.
Good	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.
Adequate	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.
Poor	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.

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