



Inspection Report

Ton Tots Playgroup and Afterschool Club

**Ton Pentre Infants School
School Street
Ton Pentre
Pentre
CF41 7LS**



Date Inspection Completed

20/09/2022

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About Ton Tots Playgroup and Afterschool Club

Type of care provided	Children's Day Care Full Day Care
Registered Person	Jordan Clarke
Registered places	16
Language of the service	English
Previous Care Inspectorate Wales inspection	20 March 2018
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	This service 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.

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

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

Summary

Children are happy, settled, and comfortable in their surroundings. They have a strong sense of belonging and are developing positive relationships and friendships. Their opinions are highly valued, and they can follow their interests and confidently explore the environment. Their independence skills are developing by participating in a variety of experiences.

Staff keep children safe and implement successful policies and procedures. Interactions between staff and children are consistently warm with staff effectively supporting children's needs. They plan a range of activities led by the children's interests and keep purposeful records of children's progress. A recommendation has been made in relation to the monitoring and evaluation of accidents and incidents.

The environment is welcoming, bright and well maintained. It is well organised so that children can access resources independently. Effective safety measures ensure the setting is secure and children are safe. A good variety of toys, resources and experiences promote children's all-round development. A recommendation has been made in relation to developing risk assessments for activities and resources.

Overall, the leadership and management of the setting requires attention to a small number of areas to ensure compliance with regulations and national minimum standards. Recommendations have been made in relation to staff training and the quality-of-care report. An area for improvement has also been highlighted in relation to notifiable events.

Children have good opportunities to make choices and decisions about how they spend their time. They freely explore their play environments and discover interesting resources that engage them. For example, children happily race one another's cars and vehicles down a ramp. They are involved in activity planning and are confident communicators because they know they are listened to. For example, a child said, *"I want a drink please, can I have some water?"* with their wishes acted upon. They confidently choose what they would like for their snack.

Children are happy at the setting and feel valued. They settle quickly into their play and understand routines well. They have formed affectionate relationships with staff helping them to feel safe and secure. For example, children who are new to the service seek out hugs and sit with staff when unsettled. Their emotional well-being is considered, and as children make playdough faces, we heard them responding, *"I'm happy of course"* when they are asked, *"Are you happy or sad today?"* Children receive frequent praise for their efforts and their work is on display, providing them with a strong sense of achievement, positive self-esteem and belonging.

Children play happily alongside one another and interact well. They are kind and caring towards one another and are developing close friendships. For example, we heard a child say, *"We are all friends here aren't we"*. Most children cooperate and share resources happily. During snack time, they sit at tables chatting about their interests and continue to develop their learning by asking one another questions such as *"What shape is your toast?"* They are learning to manage their behaviour appropriately and respond well to praise and encouragement provided by staff.

Children are enthusiastic and interested in their play and learning, showing good concentration skills for their age. They have opportunities to follow their own instincts, ideas and interests and gain pleasure from both playing alone or with other children. For example, we saw one child happily absorbed in independent play building sandcastles whilst others worked in groups to build towers using construction blocks. Children enthusiastically join in with songs such as 'If you're happy and you know it' and 'Incy wincy spider' and confidently count to five in Welsh.

Children are developing their independence skills successfully. They access the toilet and wash their hands, with staff offering support where needed. They take responsibility for their personal belongings and put their own coats on, asking for help with confidence when they need it. For example, a child asked a member of staff *"Can you help me put my coat on, please?"* During snack time they select their own fruit and pour their own drinks. All children help to tidy up after play and put resources away.

Staff have a good understanding of how to keep children safe and healthy. They are suitably qualified providing children with valuable care. They receive regular safeguarding training and are confident in their role, following rigorous procedures in line with the setting's safeguarding policy. Staff keep effective records relating to accidents and incidents which are signed by parents. They are monitored and evaluated on occasion; however, we noted that this is not completed on a regular basis. Although managers told us that medication is rarely administered, there are beneficial systems in place to record the safe administration of medication, and staff ensure parents are informed. Most staff hold paediatric first aid training, enabling them to deal with minor accidents confidently. Healthy eating is encouraged, and staff follow clear and agreed procedures to manage food allergies or individual dietary requirements. Staff also ensure children have access to daily outdoor play experiences, offering them the benefits of physical exercise and fresh air. All staff follow thorough food hygiene practices when preparing snack for children, however, we noted that none of them currently hold up to date food hygiene certificates. All staff follow correct cleaning procedures as part of the infection control process to help keep children healthy and safe.

Staff have positive relationships with the children and are responsive and nurturing. Interactions demonstrate warmth and kindness as staff lower to children's levels to interact and engage with them. They act as good role models, treating children and each other with dignity and respect. They understand the behaviour management policy and consistently implement positive strategies, using gentle tones and lots of praise and positive affirmations. We heard phrases such as *"Well done"*, *"Good job"* and *"Thank you, that's really kind of you"*. They remind children to use manners such as 'please' and 'thankyou' and encourage children to co-operate and share using phrases such as *"Don't forget it's kind to share"*.

Staff support children's learning and development positively. They have a sound understanding of children's individual needs. They plan a range of play experiences that appeal to children's interests through themes such as 'All about me' and 'The farm'. They help to support children's learning through asking appropriate questions. For example, we heard a member of staff ask, *"What did they see?"* and *"How do you think they feel?"* as they read the story 'We're going on a bear hunt'. A key worker system is in place, which supports and allows staff to monitor and track children's progress with regular observations. This allows them to monitor key milestones achieved by children and plan next steps in learning. For children requiring additional support, staff are proactive in their approach, seeking support, from outside agencies as needed. Staff promote the Welsh language successfully.

Environment

Good

Staff who work at the setting ensure that the environment is clean, safe and secure for children as appropriate policies and procedures have been implemented. They ensure only authorised persons have entry to the setting and maintain a log of any visitors. Registers record the time children and staff arrive and leave the premises. Staff conduct daily safety checks of the environment to eliminate any possible risks to children's safety. There are a range of useful risk assessments in place to support the safe and smooth running of the setting. However, we noted that there are no risk assessments currently in place for everyday activities and resources. Regular fire evacuation drills are undertaken with the children ensuring that everyone is aware of how to leave the building safely. Managers ensure routine maintenance checks for the building and appliances are conducted in a timely manner.

The environment provides a welcoming child friendly space which is bright, airy, and well maintained. Activities are set out across one main indoor playroom and an adjoining outdoor area which offers sufficient space for children. The indoor environment is organised into well-resourced areas of learning that promote children's curiosity and imagination such as small world, role-play, messy play and a sensory area. There are bright, colourful wall displays throughout the indoor playroom, which extend children's learning. Children have regular access to a reasonably sized outdoor area which is well utilised, allowing children to develop their physical skills. For example, we saw children using a variety of ride-on toys. Staff told us that children also occasionally have access to the school grounds which includes a sensory garden and play area. There is a small kitchen preparation area, which is well maintained, clean and tidy. Staff follow a well-established cleaning rota and ensure that bathrooms are well stocked with toilet roll, soap, and paper towels to support children's independence.

There is a wide range of good quality resources available which provide meaningful play opportunities and suit the age of the children. Children access the resources freely because they are stored at low level, promoting independence. For example, indoors there is a varied selection of well-maintained resources including small world figures, stickle bricks, musical instruments, cars and vehicles as well as craft materials and a range of story books. Furniture is of a suitable size and design for the age of the children which supports independence. In the outdoor area, children enjoy using a variety of play items including sand and water trays and construction blocks. There is also a small outdoor picnic bench available where children can relax. Multi-cultural resources are available and encourage children to have an understanding and awareness of cultures and customs beyond their own lived experience. Staff monitor resources to ensure they are of good quality and relevant to children's learning.

Leadership and Management

Adequate

Overall, the leadership and management of the setting is suitable, and managers have worked hard to ensure all previous recommendations have been met. The statement of purpose provides parents with detailed information on how the setting runs, allowing them to make an informed choice. Detailed policies and procedures are effective and reviewed regularly ensuring that the service operates smoothly on a day-to-day basis. There are appropriate record keeping systems in place in relation to children's contracts and managers obtain relevant information about children as part of the admission process. The registered person has failed to notify Care Inspectorate Wales of notifiable events including a safeguarding referral and general staff changes which is a regulatory requirement. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Managers plan effectively for improvement. They continually self-evaluate and seek feedback from parents, staff, and children to inform the annual quality of care report. However, although the views of service users are sought and areas for improvements identified, the quality-of-care report does not clearly provide specific examples of how those views have fed into the development of the service.

Managers value their staff and complete robust recruitment procedures to ensure they are suitable to work with children, including Disclosure and Barring Service Checks (DBS). A thorough induction policy is in place and there are enough qualified and experienced staff to make sure children are always well cared for. Staff told us they feel supported by management and enjoy their work. Managers undertake regular supervision and annual appraisals which are recorded appropriately and help staff to support their professional development. Regular meetings are also held to ensure all staff are kept up to date on relevant information and discuss any issues relating to the running of the setting.

Both managers and staff have positive relationships with parents and carers. A handover is provided to parents on collection, with verbal information shared about their child's time in the setting. Managers told us about their intentions to strengthen communication with parents by implementing a digital app. Parents report a good level of satisfaction with the setting and the care their children receive. Comments from parents include *"My child is progressing well, and their confidence skills have grown since attending"* and *"Staff are very approachable and always professional"*.

Recommendations to meet with the National Minimum Standards

R1. Ensure accidents and incidents are regularly monitored and evaluated to identify emerging trends and eliminate possible risks for children.

R2. Ensure food hygiene training for all staff is completed.

R3. Develop risk assessments for everyday activities and resources used to ensure all hazards and the risks these pose to children are considered.

R4. Ensure the quality-of-care report includes specific examples of improvements made as a result of contributor's views.

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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31	The registered person (RP) has failed to notify us of staff changes on the premises and a recent safeguarding referral likely to affect the welfare of a child on the premises. Ensure all notifiable events are submitted to 'Care Inspectorate Wales' as soon as possible but no later than within 14 days.	New
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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.

Date Published 30/11/2022