



## Inspection Report

**Treuddyn Under 5's Playgroup**

**Treuddyn Under 5's Playgroup  
Ysgol Parc Y Llan  
Ffordd Y Llan  
Treuddyn  
CH7 4LN**



**Date Inspection Completed**

17/12/2021

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## About Treuddyn Under 5's Playgroup

Type of care provided	Childrens Day Care Full Day Care
Registered Provider	Treuddyn Under 5's Playgroup
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	No. 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.

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

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

## **Summary**

Children are very happy at this playgroup and wraparound care setting, because they are valued and respected. In readiness for full time school, they are able to make choices and decisions, and their interests are valued. They are curious learners and interested in the well thought out and age appropriate activities, set out for them. Children feel safe and secure and interact well with others. They are learning to be independent.

Committed and dedicated staff care for the children well. They manage children's behaviour sensitively and in a kind and friendly manner. They are experienced and provide activities that really promote children's learning and development.

The environment is very safe and suitable. Areas used outdoors include a large and impressive outdoor classroom / shelter, which is available for use in all weathers. All areas used are well organised, clean and tidy.

Leadership and management is very effective. This is the first inspection following registration as a Charity Incorporated Organisation. Improvements include moving into the school premises from the community centre, which benefits the staff and children considerably. People running the setting have established partnerships with parents, which helps children feel secure and settled.

Children have a voice and have opportunities to make decisions and choices for themselves. They explore the learning areas set up for them indoors, and decide when to go outdoors. They follow their own interests and can choose when to join in with activities such as singing and dancing, construction and sand play. They easily find the resources they need. Nearly all express themselves well and are listened to. They contribute to ideas of activities on their planning boards and have alternatives to choose from for example, having a say in which cereals they have for breakfast, or fruit, to meet their needs and preferences.

Children are happy and settled and their interests are valued and respected. One child was not asked about their Christmas Tree at home during story time, they were asked “were you not asked?” and given an apology, then time to share her news with others, making them feel valued once again. On the mark-making table, children are asked if they have the materials they need, to make their cards. A child with a great interest in magnets was encouraged to investigate further, and praised by staff for their findings.

Children are settled and have good relationships with staff. All interactions seen were positively friendly, and therefore help develop a good level of confidence and esteem in the children. Children interact well with staff and other children. They co-operate with others when given instructions and approach staff with ease when they need some help. They share and are learning to consider the needs of their friends, appropriate to their age and stage of development.

Children are interested in their play and learning and have many opportunities to do things for themselves. They learn for example to cut paper, use a tape dispenser, and glue and stick materials together. Children enjoy the activities prepared by staff and are excited when they add gravel, glitter, sensory oils, spices and fruit slices to the sand, play dough and water to enhance their experiences. They play with natural and real life resources such as hay bales, grass cuttings in their farmyard and loose parts outdoors, and have real food packaging in their home corner. They are encouraged to eat their snack independently at the table, and to wash their hands. They have learnt to self-register when arriving at the setting, using photographs, which they place on the board and to put on and take off their own coats sensibly, placing them on their pegs when they need to.

## Care and Development

Good

Staff have a very good understanding of how to keep children safe and healthy. They talk confidently about safeguarding and the correct procedures to follow should they be concerned about a child. Staff make sure safeguarding information is on display for all to see. All staff have up to date training in safeguarding and first aid and are confident following the policies and procedures in place.

Staff consistently apply good procedures for ensuring cross infection is minimal, and use hand gel and provide portable hand wash stations for children when outdoors. They provide opportunities for children to take part in outdoor play daily to ensure they have plenty of fresh air. Staff use Walkie-talkie's to keep in contact with one another while outdoors. All areas used by children are clean and safe. Staff provide healthy snacks such as breakfast cereals at the start of the session and fruit with water and milk to drink throughout the day to supplement children's lunchboxes from home.

Staff engage with children professionally and with skill. They know the children well, make time to talk to them and ensure their interactions are always positive and kind. They offer cuddles and reassurance when needed and engage with children appropriately. We saw one member of staff chatting with a child on vintage telephones, promoting their communication skills and maintaining their interest. They support children to manage their behaviour and boost children's self-esteem by giving them lots of praise when their cutting is good for example. Staff are encouraging children to consider the feelings of others, for example they are asked to walk quietly around the school when heading outdoors to play and to put their "quiet hand" up when wanting to ask a question during story time.

Staff meet the individual needs of children, and are familiar with their likes and dislikes. Each child has a home to school profile page, which informs staff. Staff listened to children who were cold when coming in from the outdoors and used an interactive music, movement and dance video, to warm them up. Staff joined in enthusiastically. During story time, staff engaged and stimulated the children with a jingle bell, which kept their attention and interest. They also used humour during story time, when a child said, "It's a bunny rabbit" a staff member replied "no it's not it's a frog! Which caused the children to laugh hysterically because they knew they were right. Staff asked open questions like how did the children know it was cold when reading the story of the smiley snowman, the children spoke about the ice and the snow being frozen water.

Staff work really well together as a team to meet children's needs effectively and promote their learning in a variety of successful ways. They observe and record the progress children make. Planning is 'in the moment' with children contributing ideas and planning the activities which follow the interests of the children, for instance special days, events and celebrations throughout the year. Incidental Welsh is practiced in relation to simple phrases, numerous bilingual displays of words and phrases and singing Welsh songs. Independence is promoted effectively by encouraging children, to do things for themselves.

## Environment

Good

People running the setting make sure areas in use are safe and secure. Visitors enter via the reception, where like us are then taken to the classroom. Parents still wait in the playground to collect children. All areas used are well maintained. Infection control procedures are followed carefully. Written risk assessments are available for the setting and include procedures for the safe evacuation of children in the event of an emergency. Fire drills are carried out to improve practice going forward.

The layout of the classroom and outdoor play areas promote children's independence. They are appropriately organised to enable children to freely explore and make their own choices about what they want to play with. All resources are suitable and appropriate for the age range of children using the setting, this is predominantly pre-school and key stage one children. Those running the setting benefit from the support and working partnership offered by school staff, which enables them together to provide such excellent facilities. Grants have permitted those who run the setting to replace flooring and build the new outdoor classroom. Toilet facilities used are located close to the classroom with additional portable hand wash stations outdoors. There are areas in which children can sit quietly and relax, for example, there is a wigwam furnished with cushions, in the reading corner. Children's art and craftwork, appropriate posters and decorations in keeping with stimulating children's 'curiosity' fill the walls and hang from the ceiling, making the room interesting and welcoming for children.

Those running the setting offer children a stimulating play experience brought about because of the availability of quality play areas, resources and equipment. They ensure children have good opportunities to learn and play indoors and outside in the fresh air, in all weathers. There are systems in place to ensure broken toys are replaced when need to be.

All activities are enhanced, with natural resources being used in the sand and water trays for example, and by having equipment such as a large easel, which can be used by one or more children at the same time. There is a good variety of paint brushes, sponges, cutting utensils and loose parts. Children have realistic items with which to play. Real kitchen utensils are in use in the home corner and real food packets in the café/shop outdoors. They use real cocoa powder and milk when making pretend hot chocolate drinks in their outdoor 'Hot Choc' station.

## Leadership and Management

Good

People who run the setting and care staff employed to look after children are experienced in current childcare practice. One of the responsible individuals of the Charitable Incorporated Organisation (CIO) is involved in the day to day care of the children, another is a member of the school staff. Both work really hard with other charity trustee members to provide a high standard of care. They monitor the daily management of the setting and provide staff, parents and carers, with an up to date statement of purpose and policies and procedures handbook in their registration pack. They record children's details in contracts and registration forms accurately and obtain the relevant permissions, for the benefit of all staff, children and their parents. They maintain contact with the Care Inspectorate Wales (CIW) informing them of changes in the setting provided through notifications online and have submitted an online assessment of service in July 2021.

The people running the setting review the quality of care well and have written a report which captures the comments of all those using the setting. Improvements included in this assessment were primarily Covid - 19 related, for example the building of an impressive outdoor classroom provision, and secure play area. The provision of portable hand wash stations and the continuous updating of policies and procedures during the pandemic, proved to be challenging but were completed successfully.

The staff work well as a team, each knowing their roles and responsibilities and taking the initiative to guide children appropriately. Relief staff are available to cover sickness. Recruitment of staff is robust and all required information is available in staff files. Induction, supervision and appraisal processes are in place. Staff meetings take place and common items discussed included safeguarding issues, Covid-19 measures, training and professional development. Staffing ratios are very good as three staff attend the setting each day, the number of children attending daily currently averages nine.

Relationships with parents are very good and have been developed further due to the use of social media and video messaging during lockdowns. Parents are able to exchange information with staff using mobile phone applications, text messaging and by speaking to them at the door. Partnerships have been established with parents, the school and external agencies to support children needing additional services such as speech and language support. Parents appreciate the hard work of staff, this was shown in a number of thank you cards displayed on the parent notice board.





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

RI: To consider the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'. This guidance will help those running the setting to develop the use of the Welsh language at the setting, in order for it to eventually become fully bilingual, and working towards providing an 'active offer' of Welsh language.

### 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
N/A	No non-compliance of this type was identified at this	N/A

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<b>Ratings</b>	<b>What the ratings mean</b>
<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.

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