



Inspection Report

Hope Pre-School Playgroup

**Ysgol Estyn Community School
Hawarden Road
Hope
LL12 9NL**



Date Inspection Completed

13/07/2021

Welsh Government © Crown copyright 2021.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Hope Pre-School Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Hope Pre-School Playgroup
Registered places	25
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert Post registration
Is this a Flying Start service?	Manual Insert No
Does this service provide the Welsh Language active offer?	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>	No Rating Required
<u>Care and Development</u>	No Rating Required
<u>Environment</u>	No Rating Required
<u>Leadership and Management</u>	No Rating Required

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

Summary

This is an inspection undertaken during the Covid-19 pandemic; therefore, we have focused on the priority areas for this setting and not the full quality framework.

Children's wellbeing is at the heart of the service. They communicate well and know staff will respond to them appropriately. Children make choices and are happy in an environment they are familiar with and is equipped with suitable and interesting resources and activities.

Staff implement positive policies and procedures to help ensure children are safe and they promote a healthy lifestyle. Staff are warm and friendly. They encourage positive interactions by being consistent in their approach when managing behaviour and using praise to support children in feeling a sense of pride and achievement.

People who run the service provide a safe and secure environment and they manage risks well. The indoor and outdoor environment provides children with a warm and welcoming space in which they can play and learn.

People who run the service have made sure they have suitable resources and facilities for children and they manage the service well. They have a good, supportive team of staff who work well together and implement positive policies and procedures. Good relationships are developed with the local school and they have positive partnerships with parents benefit the children.

Children have choices. They move around the areas deciding where, what and whom they want to play with. They moved freely from indoors to outside throughout the session. Children are confident to communicate knowing staff will listen and respond to them appropriately and in a kind manner. Children are involved in some of the planning and their ideas are used to plan activities. For example, children had come up with ideas on how to celebrate the class bears birthday, such as wanting to make party hats and have party food for snack, which they were able to do.

Children separate well from their parents. They relax and settle well as they are familiar with staff and the environment. Children enjoy playing alongside their friends and staff. For example, two children enjoyed playing outside on the bikes, telling each other where they were going. Children are content, as they are familiar with the routines. For example, children knew that on arrival they washed their hands and understood that they sat together for story time.

Children enjoy the company of others. They learn to understand other people's feelings and show respect and understanding. For example, children shared resources in the home corner when pretending to have a party for the bear. Children understand the rules and follow them happily. A group of children waited patiently to go in the new area outside; as they understood only four children could go in at a time. Children play appropriately with the toys and resources, helping to put them away when they have finished.

Children enjoy their free choices and are actively involved in an activity that allows them to follow their likes and interests. They focus for a suitable length of time for their age and stage of development. For example, a child sat and focused on writing a letter, then putting it in an envelope and posting it. Children happily share what they are doing with others and are proud of their achievements. For example, a child showed us several different shapes they had made with the magnets.

Children develop their independence as they have the time, space and confidence to try things for themselves. They used the toilet independently and were able to access resources they wanted. Children have the chance to play with items that support them to take measured risks and develop their physical skills. Such as, climbing and balancing on equipment outside.

Care and Development

No Rating Required

Staff understand their role and responsibility to keep children safe. They effectively implement the service policies and procedures and know what to do should they have concerns about a child. Staff provide snack choices that support children to have a healthy diet. For example, they regularly offer fruit and only water or milk to drink. Registers of children and staff attendance can be referred to when needed as they are kept updated. Staff help to ensure they and the children know how to evacuate the premises in an emergency by conducting fire drills at regular intervals. Staff complete routines to help keep the environment clean and prevent the spread of germs. This has increased due to the COVID 19 pandemic, Tables are sanitised regularly and more hand washing takes place. Staff encourage children to be active and get fresh air, giving them free access to outside as much as possible.

Staff have a caring manner and respond well to children's attempts at communication. They support children to develop their speech and language skills through interaction. Staff extended children's language and knowledge when they were looking closely at a leaf. They were using words such as bumpy and discussing why the leaf had come off the tree stimulating curiosity. Staff get down to children's level when communicating with them and when playing alongside them, which supports the children's understanding. They are consistent in their approach to managing behaviour, using praise appropriately to celebrate children's achievements. For example, a staff member used phrases such as "well done" and "good idea" when a child came up with an idea for the party they were going to have for the class teddy bear, resulting in the child feeling proud.

Staff are experienced and knowledgeable about children's development. They effectively identify and record children's individual progress through observations and completed focus tasks. Staff plan suitable activities for the children's ages and stages of development. They consider children's next steps, interests and ideas as part of the planning process. For example, they had collected the children's ideas to plan for the last week before the summer holidays.

Environment

No Rating Required

People who run the service ensure the environment is safe and secure, as they have implemented effective routines. External doors and gates are kept closed and locked and a safety gate is used to prevent children from accessing the kitchen area. Regularly completed risk assessments ensure hazards are managed well. Procedures implemented ensure the service is following the latest government guidance in relation to the COVID 19 pandemic. Staff complete daily sanitisation on the room and resources using a fogging machine.

People who run the service ensure the environment is well maintained and provides a child friendly space that is welcoming to children and visitors. The well-decorated room is light and bright, with double doors leading to the outdoor area, which are open whenever possible to allow the children free access and to keep the room full of fresh air. The outdoor areas are utilised well and the recent improvements give children access to equipment that allows them to climb, balance and jump safely. It consists of some steps, ramps of various shapes and sizes and a balance beam, all of which children enjoyed thoroughly. People who run the service have made sure children have access to suitable facilities including toilets and a place to store their belongings so they are accessible.

People who run the service provide suitable resources that ensure children can follow their interest and they support their learning and development. Equipment and resources are stored appropriately so they are accessible for the children and kept well maintained. People who run the service have ensured children have access to a variety of resources that include natural materials. For example, there was a mud kitchen and a large tray of pebbles that children used to create roads and ramps for the cars.

Leadership and Management

No Rating Required

People who run the service manage it well. They have a statement of purpose that contains all the information parents need to make an informed decision about the care their child receives. People who run the service are fully aware of their roles and responsibilities. They listen and consider advice from outside agencies including CIW. Policies and procedures reflect the current service and care provided and dates show regular reviews take place.

There is an effective system in place to evaluate the service and care provided. People who run the service collect and consider views from others including parents and children and use these to plan and make improvements. The quality of care report is in depth and includes a review of the previous year, improvements made and plans for the future. For example, they had identified that some children found it hard to sit together and listen as a group, so they made improvements to circle time, with the introduction of lots of visual prompts such as, story sacks and puppets, to gain and maintain their interest and gradually build the time they could sit.

People who run the service have established a knowledgeable team of staff who work together well. Staff we spoke with said they were happy and felt supported in their role. People who run the service have regular opportunities for supervisions and appraisals with staff, which allows information sharing and the identification of any potential training.

Partnerships are strong and people who run the service have close connections with the school. These benefit the children as they share the environment and information can be exchanged which supports transition from the service to school. People who run the service have developed a close relationship with parents. Those parents we spoke with said they were happy with the service and felt safe to send their child. Parents said they are informed about their child's day and progress through an online App and discussions with staff at the beginning and end of the sessions.

Recommendations to meet with the National Minimum Standards

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
------	--

Areas where priority action is required

None	
------	--

Areas where improvement is required

None	
------	--

Date Published 12/08/2021