



Inspection Report

Pennar Flying Start Playgroup

**Pennar Community School
Owen Street
Pennar
Pembroke Dock
SA72 6SL**



Date Inspection Completed

16/02/2023

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About Pennar Flying Start Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Pembrokeshire County Council Child Care and Play Services
Registered places	20
Language of the service	English
Previous Care Inspectorate Wales inspection	Not applicable as this is the first, post-registration inspection of the setting.
Is this a Flying Start service?	Yes
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>	Excellent
<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 extremely relaxed, happy and confident at this setting because they know their needs and voices are fully considered. They are active and curious learners who are thoroughly engaged in their play and learning. Children have excellent opportunities to develop their independence skills, enabling them to do things for themselves successfully and to problem solve effectively.

Staff are enthusiastic and they interact very kindly and positively with children. They effectively ensure children are safe and they actively promote a healthy lifestyle. Staff work very well as a team, providing consistent care and support. They provide a broad range of interesting play opportunities for children, and they are developing the planning for children's next steps of development.

The environment is spacious and well designed to meet the needs of the children. The people who run the setting ensure it is safe and well resourced, both indoors and outdoors. They are continually developing the environment to further improve learning opportunities for children.

Overall, leadership and management of the service is effective. There are very strong links with the school where the setting is based and strong partnerships with parents. There is good communication between the people who run the setting and the staff team. Although there is a focus on ongoing improvement, the people who run the setting are not compliant with the regulation regarding the review of the quality of care.

Well-being

Excellent

Children's communication is fully considered. Children are confident communicators because they know their voices are always listened to. They have time to get their message across, whether this is verbal or non-verbal. For example, a child who was saying what sounded like 'coat' was listened to for an extended period until a member of staff resolved that they meant a toy cat that was in their coat pocket.

Children feel extremely safe, happy, and valued. Children have regular opportunities to talk about how they are feeling in their play and in adult-led group sessions. They are supported extremely well in their transition into the playgroup and in their onward transition to the nursery class of the school. Children are very familiar with routines, and they are prepared well for the transition to different activities and supported well at these times.

Children interact extremely well with others, in line with their individual stages of development. Nearly all children tidy up and help each other. For example, when a child was looking for a fork in the home corner, their friend found one and gave it to them. Children receive excellent individual support, where it is needed, which is adapted as children develop their skills and preferences.

Children engage exceptionally well in their chosen play and in adult-led activities. They show delight and excitement, and they are eager to share what they have done. For example, a child exploring play dough, excitedly said "*I made a sea shell!*" and a child showed us their painting of a dragon, smiling broadly and 'roaring'. During our visit, children were incredibly engaged with two different group activities to support their social skills and improve their attention. You could have heard a pin drop!

Children have excellent opportunities to develop a range of skills, including their problem-solving and independence skills. Children do many things for themselves, and they do these naturally and consistently. For example, nearly all children carry their own chairs back to the table after a group activity, clear their cups and bowls away, and put their rubbish in bins throughout the play sessions. A child had time, space, and gentle encouragement to solve a problem. They persevered to build a tall tower of bricks, taking their hat off and breaking the blocks up to make it easier and help them succeed.

Care and Development

Good

Staff have a good understanding of their role in keeping children safe and healthy and they follow agreed procedures well. Safeguarding is prioritised and the staff we spoke with have a good understanding of safe procedures to follow should they have a concern about children's safety or well-being. They follow good hygiene procedures for nappy changing and they consider children's privacy and dignity as part of these procedures. They encourage and support children well to wash their hands regularly. Staff give high priority to supporting children to be healthy by offering them a range of new fruits to try at snack time.. They also encourage children to drink water regularly and take them out to play in the outdoors, daily.

Staff consistently implement positive behaviour management strategies. They give regular, consistent praise to children. They act as very good role models, always showing respect for each other and the children. Staff work very well as a team to meet the children's needs, drawing on each other's skills and learning from one another. They provide effective individual support for children with additional needs.

Overall, staff support children's learning and development well. They plan a broad range of exciting activities for the children and complete regular observations of children's skill development. All staff have opportunities to contribute to the activity planning at the setting and they are developing their systems of planning for children's next steps in play and learning. Some staff are due to complete further training on planning and observation. All staff are positive and enthusiastic about their role in supporting children's development. Nearly all staff interactions with children are good and we also saw examples of staff supporting children exceptionally well, by using open questioning and allowing children time to think for themselves and solve problems. Staff are confident in explaining their approaches and they attend regular training to develop their skills.

Staff use some basic Welsh with the children such as vocabulary for colours and occasional commands, such as "*Golchwch eich dwylo*" (wash your hands). A parent noted that their child enjoys singing Welsh nursery rhymes that staff have taught them.

Environment

Good

The people who run the setting ensure the environment is safe. They keep the environment secure from unauthorised access and they keep records of all visitors. They complete regular fire drills, although at the time of the inspection, there was not a system in place to ensure every child had opportunities to practise these drills. There are suitable risk assessments in place for the different areas of the setting and these are reviewed and updated regularly. The people who run the setting have effective arrangements with the local authority and the school caretaker to ensure that regular safety checks are completed on the environment, and it is clean and well-maintained.

The environment is well-designed to meet the needs of children who attend. There is plenty of indoor and outdoor space to allow the children to move freely and explore. There are designated areas which support children's learning and development well, such as a planting area and mud kitchen in the outdoors, and a role-play and construction area indoors. Currently, children have a daily allotted time to play outdoors as they share the space with the school where the setting is based. The people who run the setting have developed the outdoor play area significantly since they registered the setting with Care Inspectorate Wales (CIW). They have also begun to make further changes to the outdoor environment to allow free-flow play between the indoors and outdoors in the future. During our inspection visit, the responsible individual took prompt action to ensure that children had sole use of the required number of toilets and handwash basins, as agreed at registration.

The people who run the setting provide a broad variety of age-appropriate furniture, toys, and equipment, both indoors and outdoors, to stimulate the children's interest and imagination. The resources include sensory and natural resources, and those which promote equality and cultural awareness. Resources are easily accessible to children as they are stored at a suitable level and visible or labelled. All resources, we saw during our visit, were of good quality and clean.

Leadership and Management

Good

The people who run the setting have a strong vision for the service. They have established strong links between the setting and the school where it is based. Staff and children at the setting are included in the life of the school. There is a clear statement of purpose which meets regulations and reflects the service provided. Some of the policies are not wholly suitable as they do not contain all of the relevant information and there are some aspects that are related to the school rather than the childcare setting. For example, the safeguarding policy refers to the role of the school governors who do not have any role in the setting. The medication policy does not contain full information about the records to be kept and the confidentiality policy states that information is not held electronically when it is.

The management of staff is good in most areas. There is an experienced and knowledgeable person in charge, who maintains very good communication with the responsible individual and staff. There is a stable staff team who work very well together and feel consistently supported by the people who run the setting. There are regular appraisal and supervision meetings, but these are based on a performance management system for education staff rather than childcare staff. Following our visit, the responsible individual took immediate action to seek support to develop this aspect. There are effective record keeping procedures in place for children's records. For example, all the relevant information is available on children's personal details, attendance and needs. However, not all information on staff suitability checks was available during our visit. The responsible individual provided us with information and assurances following our visit that all the relevant suitability checks have been completed. The people who run the setting provide good opportunities for staff to attend training and develop their skills.

The people who run the setting make ongoing improvements. They take action on any recommendations made to them and are reflective, setting clear targets for themselves. For example, they have introduced an app for communicating with parents, they have signed up to complete a national award for a social skills scheme and they have exciting plans for the outdoor area. However, they have not completed a quality of care report annually, as required by regulations. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. The most recent quality of care report has been completed and this is detailed and includes plans for improvement.

Partnerships are very good. Parents are extremely happy with the care provided and a professional partner noted that they were very satisfied with how the people who run the setting, and staff, work with them. The strong links with the school where the playgroup is based benefit the children attending, particularly in their onward transition to school.

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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16	Complete a quality of care review and report annually.	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 11 - Medication	Update the medication policy to ensure it contains all relevant information about the administration of medication and the records to be kept.
Standard 24 - Safety	Introduce a system to ensure all children have regular opportunities to practise the fire drill.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Further develop the system for staff appraisal and supervision to ensure that it is fully relevant for childcare staff.
Ensure all policies contain relevant and up to date information for 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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