



Inspection Report

Llandudno Junction Playgroup

**Ysgol Awel Y Mynydd
Sarn Mynach
Llandudno Junction
LL31 9RT**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

27/02/2023

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About Llandudno Junction Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Llandudno Junction Playgroup
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	This is the first inspection post registration.
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>	Good

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

Summary

Children speak and express themselves well. They are familiar with the routine and feel safe, happy and valued. Interactions between the children and the staff are good and children are highly motivated and engaged in the activities they take part in. They have good opportunities to develop their independence.

Staff follow policies and procedures which effectively promote children's health and safety. They understand the setting's behaviour policy and implement positive strategies to manage children's behaviour. Staff are knowledgeable and meet children's individual needs well. They promote the Welsh language appropriately and make good use of support services to support children who may have additional learning needs.

Leaders have effective measures in place to ensure the environment is safe. The setting is well decorated and attractive. Carefully selected resources are used to promote children's curiosity with an abundance of natural, real-life household items, recycled and loose parts pieces to experiment with. Toys and equipment are in excellent condition and are clean.

Leaders are skilled and hard-working. They have a shared vision and follow current best practice. They are reflective and keen to drive improvement. Leaders follow robust recruitment processes and have developed positive partnerships with parents, the school and the local authority.

Children speak and express themselves well. They have good opportunities to make choices and decisions and their opinions are valued. Children move around freely, choosing where and what they want to play with. They choose when they would like to eat and drink, and they are listened to if they tell staff they want to do specific activities including singing songs, reading stories or holding the pet Guinea pig.

Most children are familiar with the routine at the setting which gives them a sense of security. For example, they know they wash their hands before lunch and know they put their coats on to go outside. Children enjoy playing with the staff and have positive bonds of affection. They lean in for cuddles and their faces light up when staff join in with their games. This helps develop their confidence and self-esteem and results in children feeling secure, happy and valued.

Interactions between children and staff are consistently good. Children smile at staff and are keen to involve them in their play. Children are learning to co-operate well for their age and stage of development and are learning to share toys. For example, at tidy up time, some children help their friends carry toys if they notice they are struggling. Children are polite and with gentle reminders, most are learning to listen and look after the setting's toys and resources well.

Most children are highly motivated and engaged in their play. They chatter with delight whilst safely exploring their environment and leading their own play. They become excited when it is their turn to hold the pet Guinea pig and concentrate intently as they carefully stroke its fur. They show pride in their independent drawings and are excited to tell us which superheroes they have drawn. They take great pleasure in initiating their own games such as re-enacting the register being taken and pretending to be 'Aunty Lynn'.

Children have good opportunities to develop their independence skills enabling them to successfully do things for themselves, problem solve, develop creatively and experiment. For example, children choose to have milk or water before helping themselves to their own snack. They have a go at buttering their snack, put unwanted food in the bin and take the dishes to the sink.

Care and Development

Good

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, and well-being. For example, well-balanced snacks and drinks are offered in line with the Welsh Government's best practice guidance. Staff encourage children to brush their teeth at the setting and they offer children daily opportunities to play outdoors. Staff are led by the setting's timetable when offering outdoor play opportunities rather allowing children to free flow from inside to outdoors. Effective cleaning and good hygiene practices are followed such as cleaning tables and floors after use and regular handwashing routines are adhered to. Accident and incident records are completed accurately and shared with parents. A record of children's and staff attendance is kept, and staff complete these records accurately. All staff realise safeguarding is an important part of the job and understand their responsibilities to protect children. They know the appropriate action to be taken when questioned about various safeguarding scenarios, but some staff are less confident, with their knowledge, than others.

Staff understand the setting's behaviour management policy and consistently implement positive behaviour management strategies. They give children praise for being kind, for good listening and for completing tasks. Staff are good role models and show kindness and respect towards the children. If children refuse to follow instructions, staff use a calm, sensitive approach and give clear explanations, which results in children complying.

Staff are skilled, experienced and meet children's individual needs well. They observe children carefully and respond to what they want or need. For example, staff go inside to get extra layers if they notice children are cold outside. They plan a good variety of play and learning experiences for the children and are developing their understanding of 'planning in the moment'. For example, they develop children's mark making skills by encouraging children to write in trays of flour. They encourage children's concentration and hand-eye co-ordination by supporting them to hammer nails into wood and they encourage children to make sense of the world around them by taking them on regular outings. Staff observe children regularly, record their next steps in learning and regularly review their progress. Staff are receiving support from the Local Authority advisory teacher to introduce a new document for staff to assess children and track the progression of skills linked to the Curriculum for Wales. Some staff promote the Welsh language appropriately by regularly using familiar words, numbers and songs with the children. Leaders recognise when children may have additional needs, take appropriate action and make good use of support services.

Environment

Good

Leaders have effective measures in place to ensure the environment is safe for children. The setting is secure with doors locked and visitors are asked to sign the visitor book upon arrival and departure. Outdoors, the playground is enclosed with perimeter fencing. Leaders complete appropriate risk assessments which are consistently reviewed and shared with all staff. However, potential risks associated with the setting's low perimeter fencing are not included in the risk assessments. Fire drills are carried out regularly and all relevant information is recorded. This ensures children and staff know how to evacuate the premises in the event of an emergency. Leaders effectively organise consistent cleaning routines, which reflect robust hygiene practices.

Staff care for the children in a well decorated and attractive environment. Soft, natural colours with green plants strategically placed, creates a feeling of warmth and calm. Recycled and reclaimed wooden materials have been thoughtfully changed into furniture such as tables and shelving. The setting provides ample space for children and is well-lit, with resources meticulously arranged so that children can help themselves and lead their own play. Children's work is attractively displayed including artwork, a community links display and children's maths activities. This creates a sense of belonging and encourages children to feel proud. The outdoor area is well resourced, tidy and organised. Staff ensure the provision areas engage the children's interests with resources such as a role play kitchen with wooden tree trunk seating where children can develop their imagination. The sand tray and diggers help develop early mathematical concepts through emptying and filling the trucks as well developing hand-eye coordination and communication skills. A recycled bathtub has been turned in to a flowerbed with staff allowing children to feel empowered as they take on some responsibility for learning about and tending to plants.

Leaders have designed a positive environment with toys and equipment in excellent condition. Indoors, toys are organised and stored neatly. Suitably sized furniture is used throughout the setting such as chairs, tables, and a cosy arched den area which provides a quiet space for children to read or relax. Staff provide natural resources to promote children's curiosity and encourage them to be inquisitive with many real-life household items and loose parts to experiment with. Staff provide some opportunities to develop cultural awareness through books, dolls, musical instruments and activities linked to festivals such as Diwali as well activities to develop an understanding of Welsh heritage.

Leadership and Management

Good

Leaders are knowledgeable, hard-working and have a vision, which they share with others. The statement of purpose needed a few amendments which was completed before the report was written. The document accurately reflects the setting and provides parents with enough information to make an informed choice about whether to choose this setting for their own children to attend. Leaders actively encourage their teams to carry out current best practice and they ensure all relevant regulations and National Minimum Standards are followed. Effective policies and procedures are followed and are reviewed. However, some are not dated, some include CSSIW rather than CIW and leaders do not always notify CIW of staff changes and changes in opening hours.

Leaders are willing to try new approaches. They seek suggestions from others such as parents, staff and the local authority and implement change, which enhances children's learning and promotes their well-being. Leaders have written an annual quality of care review with clear targets for improvement such as using more recycled materials. We saw an abundance of evidence to support the development of this target.

Leaders follow timely and robust recruitment processes to safeguard children. For example, they have good systems in place to update Disclosure and Barring Service checks. Mandatory training is kept up to date and all required information is recorded appropriately. This ensures the most suitable people are employed to work at the setting. Leaders implement good induction procedures for staff. Annual appraisals are carried out and one to one supervision is carried out termly. This performance management process is effective, offers support and encourages staff to attend a range of training.

Leaders have developed positive partnerships. Parents speak positively about the setting and are complimentary about the staff and the level of care their children receive. Leaders keep parents informed about their child's day and their progress, through regular photographs, which are sent via the setting's online platform as well as daily verbal feedback at collection time. Leaders take children on regular outings including visiting the local church and winter walks to collect winter foliage. They also arrange for visitors to attend the setting such as the Lollypop Lady and the vet to enhance children's learning about people who help us. The children benefit from attending a setting within a school as this facilitates a smooth transition into full time education and also allows leaders to make use of shared facilities such as the playground which provides gross motor play opportunities.

Recommendations to meet with the National Minimum Standards

R1 To include the management of risks associated with the low perimeter fencing, in the written risk assessments.

R2 To offer free flow play opportunities into the outdoor environment rather than being led by the setting's routine.

R3 To ensure CIW are consistently notified about significant events.

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

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