



Inspection Report

Golliwopsie Playgroup

**The Labour Hall
Edward Street
Griffithstown
Pontypool
NP4 5HL**



Date Inspection Completed

12/07/2022

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About Golliwopsie Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Golliwopsie Playgroup
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	Post registration inspection
Is this a Flying Start service?	Click or tap here to enter text.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>	Adequate
<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, settle well and eager to attend each day. They build strong relationships with staff, who they affectionally call 'Aunties'. Children participate in a wide range of interesting play and learning experiences and develop their independence appropriately. Children feel safe and cope well with transitions throughout the day because routines are consistent.

Staff support the children well and meet children's needs effectively. They provide stimulating activities that enhance children's learning and are keen to develop their assessments and activity planning further. Staff have a good understanding of how to keep children safe and healthy and implement policies and procedures appropriately. Most health and safety records are completed routinely although some lack sufficient or required detail.

The staff team work hard to provide a safe, stimulating environment that enables children to thrive and enjoy time in. Recent improvements to the hall and outside area enhance the facilities, enrich children's experiences and encourage their independence.

Leadership and management of the playgroup is developing well. The team work very well together to provide a service that promotes positive outcomes for children. Children benefit from having an experienced, stable staff team who have the knowledge and confidence needed to work effectively. Although documentation and procedures, including the system for monitoring the service, are not yet fully effective, staff develop strong partnerships with parents.

Children maintain interest and engage purposefully in their play. They actively make decisions about what to play with and are confident to change their resources when they have finished. They express their views and ideas to staff and know they listen to them. At circle time, children happily sang a song about feelings and afterwards discussed their own feelings.

Children are very happy to attend with some pulling their parents hands to get to the playgroup more quickly in the mornings. They part from their parents cheerfully and are eager to start playing. The children are very comfortable with all the staff and affectionately call them 'Aunties'. Most children are confident and cope well with changes in routine throughout the day with staff on hand to offer support and reassurance if needed. A ten minute warning about tidy up time, helps reassure the children what comes next.

Children play nicely with their friends or alongside them. Gentle reminders about kind hands and sharing supports the children to play co-operatively. We observed several children building towers with bricks. When one child started clapping after their tower grew bigger and bigger, the other children came over. With staff holding the tower, they worked together to add more bricks and when it fell, they jumped up and down and squealed with delight. Children develop good self-esteem and confidence through regular positive praise to recognise their achievements. For example, we saw some children help to tidy away the toys when asked and they smiled proudly when staff thanked and praised them.

Children are developing their independence appropriately. Some children put their painting aprons on and take them off themselves and get their food out at lunchtime. Many children visit the bathroom and wash their hands without help, demonstrating increasing independence in their personal care. Children happily participate in singing and stories at circle time. They chat with staff and engage them in their play. They learn new language, such as 'dragonfly' and 'centipede' and practise their counting beyond ten when building their towers. Children thoroughly enjoy circle time with the large, soft, boy doll. When the doll opens to reveal various organs within a human body, it evokes much discussion and animated interest, skilfully extending children's learning.

Staff understand how to keep children safe and healthy in respect of providing healthy food and encouraging daily physical activity. Most staff have updated training in food hygiene and follow good infection control measures. Many staff are up to date with training in paediatric first aid so they are able to address any minor accidents. Accident records are in place, but some were missing parent or staff signatures. Staff follow good infection control measures cleaning the bathrooms, floors and areas in between each session and wear aprons and gloves when preparing children's snacks.

Nursery staff have good understanding of their responsibilities in relation to child protection and have thorough knowledge of the signs and indicators of abuse. However, the safeguarding policy does not include reference to the most up-to-date guidance. Staff follow robust safety measures and risk assessments when walking children to and from playgroup. Children and staff wear high visibility jackets and staff carry a first aid kit and walk either end of the line to help keep the children safe. Walking routes staff use may differ slightly depending on hazards locally. The people who run the playgroup do not consistently record fire drills to show when these take place. However, practising the escape plan mornings and afternoons over several days, helps increase all children's knowledge of safe action to take in an emergency.

All staff support children's interactions well by following the playgroup's behaviour management policy effectively. They show warmth and kindness towards the children and are fair, consistent, and very supportive in managing their behaviour. We observed staff help children to express themselves in an appropriate way and learn independent self-discipline with sensitive reminders to share toys and use kind hands. Regular positive praise, such as, "*Well done (child), well done*" skilfully promotes children's confidence and sense of self-worth.

All staff show a good understanding of child development and support the children well during play. They complete 'Initial Profiles' on each child shortly after they start. This enables staff to gain a good understanding of each child's skills and development needs to tailor their support and meet children's needs effectively. After six months staff formally assess what progress children have made and highlight further next steps to work on. Most play is child-led with some activities set out each day to encourage children's development. Other activities are based on themes or special occasions throughout the year. However, these do not link to children's assessments and next steps. People who run the playgroup are starting to introduce some formal activity planning. Staff interact and engage purposefully in children's play to enrich their experiences. Good questioning and communication enhance children's language and learning. For example, "*How many cups do we need today?*" "*Who can find me a purple brick?*" and "*That's pink, it's a bit darker than that*".

Environment

Adequate

The people who run the playgroup ensure the environment is safe and secure. Although risk assessments for the premises and equipment are basic, all staff understand the risks within the environment and their responsibilities to complete daily safety checks. The people who run the playgroup ensure they arrange timely safety tests on portable electrical appliances, the heating system and fire prevention equipment. There is a secure system for entry to the setting and a record of visitors. The main door is kept locked throughout the session and staff use a viewing window to check who is there before opening the door. An alarm and safety gate with bolt on the side door, new fencing outside and a one-way system at collection times, helps keep children secure.

The environment is clean, welcoming, and organised so that children can access facilities and resources with ease. The hall is spacious with new flooring and is set out into different zones to offer children various play and learning experiences. For example, we observed children looking at books, building with blocks and using their imagination with the doll's house. Significant improvements to the main play area outside enrich children's experiences and learning further. The new awning provides shelter from the sun and rain, allowing children to have outdoor play all year round. The new soft matting outside enables children to climb, use ride on toys and play on the floor safely. The people who run the playgroup are planning to develop the grass area to the side of the hall into a nature garden.

There is a wide range of good quality resources and equipment that are well suited to the children's interests and stages of development. An extra grant has enabled the team to purchase more resources, including various science and maths toys. A new storage unit in the hall and improved organisation of toys and resources inside and in the shed enables children and staff to see what resources are available safely.

Leadership and Management

Adequate

The leadership and management of the playgroup is sound, although there are some aspects of the service that need improvement. The team adopt a positive ethos and vision with children at the heart of the setting. Most policies and procedures are informative and clear and staff implement them well. However, planned review dates are sometimes not met and details within the complaints policy are not accurate. Some records contain necessary information but there are several gaps in the statement of purpose. This includes, how they meet children's individual needs, contact information, process for admissions and arrangements for complaints and emergencies. Following the inspection, the Responsible Individual confirmed that new children's forms were now in place and contained all necessary information.

The whole staff team are committed to providing a quality service for local children. They have made several improvements since the playgroup re-registered as a charitable organisation; specifically to the environment, which has already enhanced the provision for children. The Responsible Individual complete an annual quality of care report based on feedback from parent questionnaires and discussions with children. However, the process is not robust as they do not review all aspects of the service. Consequently, there are gaps and they have not identified the practice issues identified at inspection. Nevertheless, the Responsible Individual is keen to make improvements and has started to address some issues highlighted.

The Responsible Individual manages the staff appropriately and is a positive role model. Staff told us they feel well supported and really enjoy their job. As a result, they have all worked at the playgroup for many years and work well together as a team. Regular staff supervisions and daily discussions enables the Responsible Individual to monitor performance and evaluate sessions routinely. However, there are time restraints on the team which can impact on their ability to attend training and manage all the paperwork. Training plans are in place demonstrating that staff are keen to update their knowledge and training when they can.

There are positive partnerships with parents and carers and the playgroup is well respected within the local community. Parents value the service they receive at the playgroup and feel well informed. They receive necessary policies and procedures, and relevant news and updates are consistently posted on the playgroups online media platform. Parents we spoke to praise the staff and their caring, nurturing relationships with all the children. They also told us, "*Staff are reliable and extremely friendly and approachable*" and how their children love going to and "*talk about playgroup all the time*" at home. Parents feel well informed about their children's progress and development. Staff speak to parents and carers daily, share children's progress reports every six months and post photographs of activities and learning taking place daily.

Recommendations to meet with the National Minimum Standards

R1. Ensure records are kept of all fire drills.

R2. Ensure accident records are consistently signed by staff and parents.

R3. Continue to develop the activity planning and ensure this links to children's assessments and next steps.

R4. Review and update all policies and procedures in line with planned reviews and ensure that the complaints and safeguarding policies contain accurate and up-to-date information and guidance.

R5. Strengthen the quality of care to identify strengths and areas for improvements across all aspects of the service and children's care.

R6. Extend the statement of purpose in line with national minimum standards, including: range of needs of relevant children; admissions process, contact information and arrangements for dealing with complaints and emergencies.

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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