



Inspection Report

St Asaph Community Playgroup

**St. Asaph Vp School
Upper Denbigh Road
St. Asaph
LL17 0RL**



Date Inspection Completed

07/03/2022

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About St Asaph Community Playgroup

Type of care provided	Childrens Day Care Full Day Care
Registered Provider	St Asaph Community Playgroup
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	Click or tap here to enter text. 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>	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

Summary

Children are happy and busy and make choices about what they want to play with. Their ideas and interests are listened to and interactions between children and staff are consistently good. They cope well with separation from their parents. Children move around the environment freely choosing from the activities available and accessing the toys they wanted to play with and choose whether to play inside or outdoors.

Staff are calm and kind and manage interactions well and support children to understand what is expected of them. They listen to what children have to say and respond appropriately. They ensure children are given time and support to express themselves. They provide opportunities to develop skills and children's independence.

The environment is clean and welcoming and arranged into areas of learning and children can move freely within the space. Most toys and equipment are stored at child height so they can help themselves and play independently. Play and learning areas are attractively laid out. There is a variety of age appropriate resources and toys.

There is a good working relationship with parents. They have plenty of time to talk to staff about their children and how they are getting on at the setting. There is a good relationship with the school as the service is located on their grounds, which allows them to share some resources and facilities. This good relationship also helps children transition into school. Basic Welsh is used with the children through simple greetings, phrases and songs.

Well-being

Children are happy and busy. They are listened to and communicate confidently their needs and wishes. They have some choices and are involved in choosing where and what they want to take part in. Children are given time to talk about things that interest them. Children moved around the environment freely choosing from the activities available and accessing the toys they wanted to play with and whether to play inside or outdoors.

Children are happy and feel safe as they are familiar with the staff and environment. They separate well from their parents and have a good relationship with the staff. Children are familiar with the routines and know where to put their bags when coming over from morning nursery school. They listen to a story sitting together on the comfy settee.

Children interact well and learn to cooperate with each other. They make room on the floor for their friends to sit next to them. They share resources and play well together. Some children came to chat about what they were doing and were happy to talk about their family and friends.

Children have ample activities to choose from and they enjoy their play and learning. They enjoy the resources they have picked and choose to play alone or with other children. A few made up ball games together and one was keen to show how high they could kick a ball. Some children chatted about what they were doing and were curious to know what we were doing too. They were keen to show their new shoes and enjoyed the approving comments of their friends.

Children are able to develop independence skills, for example, they can access the wash basins so they could wash their hands and a few try to cut their own food at lunch time. They develop skills of balance and ball control in their outdoor area.

Care and Development

Staff keep children safe and promote a healthy lifestyle. Routines and procedures they follow are satisfactory. Staff have up to date training and knowledge of what to do if they had concerns about a child. They have completed paediatric first aid training, which enables them to deal with any minor incidents appropriately. Staff ensure regular fire drills are carried out so they and the children know what to do in an emergency. Staff implement healthy lifestyles with hands washed before eating and nutritious snack choices provided, with milk or water to drink. Staff provide regular opportunities for children to access the outdoors, which gives them opportunities to get fresh air and be active.

Staff are calm and kind and manage interactions well and support children to understand what is expected of them such as not to run in the playroom. They listen to what children have to say and respond appropriately. They ensure children are given time and support to express themselves particularly those with limited communication. Staff are involved in children's play and learning when invited to do so by the children and sit on the rug next to them to chat about their construction.

Staff know the children and their families well and use their observations and children's progress to plan some suitable activities, however this is not consistent. Staff explained they are working alongside a teacher and have undertaken a course in order to review the planning with the introduction of the new curriculum. Staff ensure children learn about the world around them by taking short walks in the local area. Welsh songs are sung and some basic Welsh words were used during the session.

Environment

People who run the service ensure children have access to a suitable environment in which they can play and learn. The environment is safe and a security-controlled gate ensures any one entering is authorised. Risk assessments completed showed hazards are managed well and eliminated wherever possible.

The playroom is light and bright with natural light coming through the windows. The available space was a suitable size for the number of children attending. As part of the room is used by school children at lunchtime it was lovely to see older brothers and sisters come over to hug their siblings or give them a wave. Some of the children's work was displayed, giving them a sense of belonging and helping them to feel valued.

Outside the children played in their yard which offered them space with a variety of activities for them to enjoy. Children played with balls and sit and ride toys and made up their own imaginary games. It was good to see a few of the older children coming over from school yard to say hello and the staff explained these were children who had previously been in playgroup and wanted to say hello. Although the outdoor area is small the setting are also able to use the school playground and field.

The environment is arranged into areas of learning and children can move freely within the space. Most toys and equipment are stored at child height so they can help themselves and play independently. Many resources were of a good quality and well maintained and a variety of natural and man made materials enable children to enjoy a variety of play.

Leadership and Management

People who run the service ensure the required policies and procedures are in place and updated so they reflect current practice. The statement of purpose is informative and provides parents with the information they need to make a decision about the care of their child.

Although a quality of care review is not required at this time, people who run the service regularly evaluate how things are going and take into account the views of others including parents. This feedback is used to make improvements to the service. People who run the service have a plan to develop the setting and they know what is needed to develop the play and learning experiences for the children.

Staff are aware of their roles and responsibilities which means the setting runs smoothly and also because staff have worked in the service for many years. There are only the two RI's and a supply member of staff working at the setting so meetings are very informal. Information is communicated appropriately to the trustees and the committee.

There is a good working relationship with parents. They have plenty of time to talk to staff about their children and how they are getting on at the setting. When parents arrived we saw and heard the handover with staff giving detailed and unhurried feedback about their child. This has a positive impact on the care of the children. There is a good relationship with the school as the service is located on their grounds, which allows them to share some resources and facilities. For example, children can have dinners provided by the school and the setting is able to use the playground and field for outdoor play. This good relationship also helps children transition into school particularly when the older children come over with their teachers to have their lunch.

Recommendations to meet with the National Minimum Standards

RI. To continue to develop the planning and observation process to reflect the introduction of the new curriculum for Wales.

All other recommendations have been addressed immediately by the two Responsible Individuals.

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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