



Inspection Report

Bryncynon Growing Together Playgroup

**Growing Together Centre, Old Clinic
41 Avondale Street
Ynysboeth
Mountain Ash
CF45 4YY**



Date Inspection Completed

03/10/2023

About Bryncynon Growing Together Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Bryncynon Community Revival Strategy Ltd
Registered places	26
Language of the service	English
Previous Care Inspectorate Wales inspection	17 June 2021
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

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

Summary

Children have many opportunities to make choices. They are happy and settled and thoroughly enjoy their time at the setting. They feel safe and secure in the care of responsive staff who know them well. Children benefit from good opportunities for play and learning and develop their independence well.

Staff have a good understanding of how to keep children safe and healthy. They are warm and responsive and provide safe, nurturing care. Staff know children well and ensure they provide care that meets individual children's varying needs.

The environment is safe, secure, clean, and well maintained. A good range of toys, equipment and resources both indoors and outdoors promote children's play. People who run the setting have thoughtfully designed the layout of rooms to create an inviting space for children.

People who run the setting are committed to creating a warm and caring atmosphere where children and families feel at home. There are policies and procedures in place to support the setting to operate effectively although some need reviewing. The setting has one area for improvement to ensure compliance with the Child minding and Day Care Regulations. Staff are well-qualified, and relevant checks have been carried out to ensure they are suitable to work with children. Parents speak highly of the setting and the care their children receive.

Children have many opportunities to make decisions about how they spend their time. For example, we saw them choose freely what to play with, what stories they wanted read to them and what they wanted to eat at snack time. Children express themselves confidently. They know staff listen to their needs and wants and show an interest in their play. Children's voices are strong at the setting. Their individual interests are considered when planning activities. Children are very happy, settled, confident and enjoy attending the setting. They cope well with separation from their parents/carers and form positive emotional attachments with staff who know them well. We saw children readily approach staff for reassurance and cuddles when needed. We saw children across the setting confidently asking for help and support. They eagerly invite staff into their play and smile happily as they chat to them. Children are familiar with the routines which adds to their sense of safety and belonging. For example, we saw children joining in to tidy up before they went outside.

Children play well with or alongside each other according to their age and stage of development. They are building friendships, and we saw children chatting happily to each other whilst playing. Children are self-disciplined and understand the rules of socially acceptable behaviour. They show respect for people and take care of equipment and resources around the setting.

Children are highly motivated and engaged in their play and learning. They enjoy a good range of interesting opportunities. For example, we saw children listen attentively to stories, young children excitedly trying out an obstacle course, and children joining in with action songs with beaming smiles. There is a good balance between child led and adult led activities. Children have many opportunities to initiate their own play.

Children have good opportunities to develop their independence skills. For example, we saw them serving themselves with tongs, buttering their own crackers and pouring their own drinks at snack time. They independently access the toilet facilities and wash their hands, with encouragement and support from staff where needed.

Staff have a good understanding of their roles and responsibility to keep children safe. They have a clear understanding of safeguarding issues, the signs and symptoms of abuse, and their own duty to report any concerns. Staff keep written records of safeguarding issues. However, record keeping, and record storage procedures are not always clear, meaning that not all information is filed and stored in an organised manner. People who run the service have begun to address this during the inspection. Staff record accidents and pre-existing injuries appropriately and a new system to record incidents has been implemented following the inspection. Regular fire drill practices ensure staff and children are aware of how to leave the building safely. Staff promote health and hygiene at the setting. For example, we saw them encouraging and supporting children to wash their hands before food and encouraging healthy eating at snack time. Staff ensure children have access to daily outdoor play experiences, offering them the benefits of physical exercise and fresh air. Information relating to children's allergies and medical conditions is shared and accessible to all staff.

Staff are consistently very warm, patient and kind in their interactions with the children. Their responsive, nurturing approach means children feel very comfortable and relaxed and this sets the tone for interactions between them. Staff are experienced and have a good understanding of children's development, varying needs and how these can impact on behaviour. They are observant about when children need support and intervene appropriately. For example, we saw staff encouraging children to be gentle and think about each other when playing at the water table. Staff are good role models and use plenty of praise and encouragement. They consistently implement positive behaviour management strategies. Staff sit with children during snack time to encourage positive interactions and a social experience for children.

Staff support children's learning and development effectively. They regularly observe children's play and learning to track their progress. This helps staff plan activities to enable children's next steps in learning and development. A good variety of activities and many opportunities for free play allow children to follow their own interests, which motivates them to learn. Staff naturally promote children's learning as they play. For example, we heard a staff member chatting naturally with a child about the types of animals in the pictures they were looking at. Staff know children and their individual needs very well. They naturally adjust the care and the behaviour strategies they use to suit each child. Children with additional learning needs are well supported, and staff work effectively with outside agencies to ensure the best outcomes for children. The use of incidental Welsh is strong at the setting.

The environment is safe and secure. The entrance is locked, and staff ensure only authorised entry to the setting and maintain a visitors' log. The premises are warm and well maintained. Routine safety checks and certificates for the building, fire safety equipment and appliances are in place. However, at the time of the inspection certificates were not available to view on file. Risk assessments are effective and up to date. Staff complete daily safety checks of the environment and are alert to any emerging risks.

The environment is light and welcoming and very child friendly. It is attractively decorated, appealing to children and has a relaxed and homely feel. Rooms are laid out in an interesting manner to stimulate children's curiosity, exploration and development and give them plenty of choice. For example, in the main room, a home corner, a play dough table, chinks and a water play area all invite the children to play. There is a good range of purposeful toys, resources and books, which are easily accessible to children encouraging their independence. Additionally, there is a dedicated soft-play room which offers outstanding opportunities for children to safely take risks and overcome physical challenges as they play and learn. A well-kept kitchen which is inaccessible to children enables the hygienic preparation of snacks. There are a suitable number of children's toilets and nappy changing facilities available. Children can freely access their toilets from the main playroom which supports their independence. There is an outdoor area which provides suitable space for children to play and learn. Additional rooms at the setting for example the office, meeting room, and staff room provide useful spaces where meetings can be held confidentially, and staff can take breaks.

Toys, resources, furniture, and equipment at the setting are clean, in good condition, well maintained and checked regularly to ensure safety. The setting has suitable furniture and resources to support children's independence. For example, child sized tables, chairs, easily accessible coat hooks and low-level toy storage, suitable for the ages of children.

People who run the setting have a clear vision to support children and their families and achieve the best outcomes for children. They share this vision effectively with staff who work hard to create a warm, friendly and relaxed setting where children and their families feel welcome and at home. Leaders organise the setting suitably. There is an up to date statement of purpose. Leaders make notifications to CIW, but they have not notified CIW of all notifiable events. This is an area for improvement, and while no immediate action is required, we expect the provider to take action. There are a range of policies and procedures, however a number of these have not been updated to reflect current practice at the setting.

People who run the setting seek to improve on the care they offer. For example, they have recently secured grant funding to improve the outdoor facilities. They produce a quality of care review annually which is appropriate and identifies areas of strengths as well as areas to develop. People who run the setting also benefit from the support and advice of Flying Start professionals. They have engaged fully in the Inspection as part of their improvement process.

There is a system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are current. Staff files are up to date and leaders undertake relevant checks to ensure staff are suitable to work with children. Staff we spoke to stated they had good working relationships with managers and felt supported within the staff team. There was evidence of some staff supervision, however, formal supervision records were not consistent at the setting.

People who run the setting and staff have established positive relationships with parents who spoke highly of the setting and the care their children receive. Parents that we spoke to commented on how the setting had supported their children's development and how relaxed both they and their children felt with the staff. The setting has developed good working relationships with other professionals and agencies.

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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31	The Responsible Individual must ensure all relevant notifications are submitted to Care Inspectorate Wales within the required timescales.	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 5 - Records	Review record keeping procedures to ensure safeguarding records are stored in a consistent manner.
Standard 24 - Safety	Ensure up to date safety certificates are always available on file.
Standard 18 - Quality assurance	Review policies and procedures in particular the Safeguarding policy and Medication policy to ensure they are robust and fully reflect practice that should happen at the setting.
Standard 18 - Quality assurance	Ensure formal records of regular staff supervision sessions are consistently kept.

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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