



## Inspection Report

**Westend Playgroup**

**Westend Playgroup  
St Francis Millenium Centre  
Park Road  
Barry  
CF62 6NX**



**Date Inspection Completed**

27/02/2024

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## About Westend Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Ceri Limbrick
Registered places	28
Language of the service	English
Previous Care Inspectorate Wales inspection	20 April 2018
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

<u><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Good</b>

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

### **Summary**

Children are happy and settled at Westend Playgroup. They make choices and decisions about what and where they play. Children have good relationships with one another and staff. They enjoy a range of opportunities, both inside and outside.

Staff understand and implement policies and procedures to promote safety for children. They interact and engage successfully, using positive reinforcement regularly. They clearly know the children very well. Staff provide a range of play and learning activities.

Leaders have effective policies and practices in place. They ensure the environment is suitably safe, secure, and well maintained indoors and outdoors. Children access a range of activities and resources, most of which are available to them.

Leaders have a good understanding of the regulations and national minimum standards. They have a clear vision and are keen to drive improvement. There is a strong team ethos which promotes an effective provision.

## Well-being

Good

Children have good opportunities to make choices and decisions and have their voice heard. They freely decide what activities and resources they want to play with from what is available to them. For example, we saw children choose to engage in free painting and playdough, play in the home corner and build with blocks. We heard children confidently ask for “*more pineapple*”, *milk and water* during snack time. They tell us what they enjoy playing with at the setting. One child said they enjoy playing in the ‘castle’, proudly showing us this during outside play.

Children are happy, settled and cope well with separation from their parents or carers. They know the routine well, clearly identifying what happens next when lining up after free play. Children have positive relationships with each other and staff. We saw them laugh and smile whilst playing. They positively engage in carpet time activities and take great pride in being picked as “*helper of the day*”, choosing a topic to learn with their friends.

Children enjoy their time at the setting. They interact with each other and adults, in line with their age and stage of development. We saw children engage in a story session and take part in tidy up time, with their efforts praised. Children are active, engaged and play together well. They sit nicely at the table whilst having snack and listen to instructions from staff. Children explore the environment and engage in both child and adult led activities.

Children are interested in their play and learning. They access a range of opportunities within the setting and follow their own interests some of the time. They have a range of play opportunities, during free play at the beginning of the session and during outside play. We saw children engage in den building outside and proudly count in Welsh and English during carpet time. Children confidently explore the outside area following snack time.

Children are developing their independence skills suitably. They wash their hands and access the bathroom independently, or with support if needed. Children feed themselves and some children pour their own drinks at snack time. They are learning to take responsibility for their belongings and support staff with tidying up.

## Care and Development

Good

Staff understand and implement policies and procedures to promote the safety and wellbeing of children. Staff have a good understanding of their role in protecting children and answer safeguarding scenarios. Most staff have completed mandatory training, including, child protection, first aid, and food hygiene. Accident, incident, existing injuries, are complete by staff and countersigned by parents. Consent forms are in place. A healthy mid-morning snack and drink is available. The setting has received a gold award for healthy snack and are part of the healthy and sustainable pre-school scheme. Children who stay for lunch club, have a packed lunch provided by parents. There are systems in place to meet allergy and dietary needs. Suitable cleaning and hygiene practices are in place. We saw staff clean tables and support children in handwashing prior to snack, effectively role modelling how to wash hands. Following our inspection visit, hand washing, rather than sanitising is now in place prior to lunch.

Staff understand the behaviour management policy and implement positive strategies. They use positive reinforcement, encouraging children through praise. We heard staff say, *“Good girl/boy”, “Da lawn”, and “I am super proud of you -well done”*. They encourage children to use *“their listening ears”* and promote good manners. Staff are caring and responsive, they know children well. They listen and communicate successfully. Interactions are positive, demonstrating warmth, kindness, and patience. Staff support children well. Engaging and interacting at children’s levels. At snack time, they successfully encourage children to try new fruit and comment *“amazing pouring”* when serving their drinks. They support children in their learning. Asking questions when sharing a sensory book and encouraging visitors such as the fire service and RNLI during their theme ‘People who help us’.

Staff provide a range of play and learning opportunities, with a balance being child or adult led. They are aware of the Curriculum for Wales and are currently reviewing their practices to further embed changes. Staff know children well and gain information from an ‘all about me’ prior to them starting at the setting, which includes children’s likes, dislikes, and current development. They undertake basic developmental records, which review children’s achievements, but do not link observations to next steps. Planning covers topics, and themes. Staff introduce Welsh with children. For example, when singing the colours of the rainbow, they do so in English and in Welsh, alongside counting bilingually. They recognise if children have emerging needs, introducing systems to support them and work in partnership with parents and other professionals.

## Environment

Good

Leaders ensure the environment is safe, secure, and well maintained. The main door has a secure high lock, and all visitors sign in. There are a comprehensive range of risk assessments, including many areas and aspects of the building, alongside specific risk assessments for, activities, school transport and manual handling. Staff complete and record daily health, safety, and cleaning checks. Regular fire drills are complete at different times of day. Appropriate electrical, fire extinguisher and boiler safety checks remain current. Effective cleaning routines are in place.

Leaders ensure the pack away service provides a varied range of opportunities for children. The indoor play areas provide children with space to freely move, with zoned areas for different play, alongside a smaller room for carpet time activities and lunch time. There are toilet facilities and appropriate nappy changing area. A screen is used to provide privacy to children as needed. Much of the equipment is provided to children, so they can choose their interests independently. There are some displays allocated to the playgroup, which promote their own work and reflect bilingual elements. We saw pictures and photographs of children, relating to their current theme, promoting a sense of belonging. The outdoor play space has undergone recent developments, including a new fence and undercover area. The outside play space has a variety of resources and play opportunities. Including sensory play, den building, wildflower garden and a large wooden play castle. Leaders confirmed they are developing plans to improve a further area of the outside provision.

Leaders provide a range of quality, developmentally appropriate play and learning resources. Due to the setting being pack a way, much of the provision is set up daily. Many of the resources are available for children to access and choose where they want to play. They provide resources for all ages and stages of development, which contribute to the children's all-round development. For example, through role play, construction play, sensory and creative activities. They provide resources and learning opportunities which promote children's curiosity about wider society, celebrating equality and cultural awareness.

## Leadership and Management

Good

Leaders are experienced in their role and are very organised, they meet and often exceed the national minimum standards and regulations. There is a strong vision for the setting, which is shared with others. Leaders are keen to drive improvement. They engage positively with CIW and inform us of any significant events at the setting via the online portal. Leaders ensure clear regulatory records are in place, such as registers for children and staff, contracts, and consent forms. Policies, procedures, and documents are regularly reviewed. Following our visit some have been updated to reflect changes in legislation. They have appropriate public liability insurances. Car documents, including insurance, MOT, and Tax are in place for all staff who transport children. Following our visit, a new system has been put in place to review car insurance renewals to ensure appropriate cover.

People who run the setting have effective self-evaluation systems in place. They seek the views of children, parents, and other professionals. Within the review they reflect on what they do well and how they can improve. They continuously look at developing the provision further. At the time of inspection leaders confirmed they are going to implement aspects of the Early Childhood Play, Learning and Care quality framework. Leaders at the setting are fully involved in the day to day running of the provision, providing a supportive and effective team working environment.

Leaders follow robust recruitment processes to safeguard children. There are recruitment procedures and suitability checks in place. Many staff are long standing members of the team, there is a low staff turnover at the setting. All staff have current and up to date Disclosure and Barring Service (DBS) checks. Induction is complete. Staff have support from their leader, with regular supervisions and appraisals undertaken. Formal and informal team meetings regularly take place. There are opportunities for staff to undertake training and continual professional development is provided to staff.

Leaders have established relationships with parents and carers. They link with a range of professionals, which enhances the provision. For example, seeking grant funding to develop the environment. Parents are kept informed of their children's development through termly reports, their website and social media. Verbal discussions take place at the start and end of the sessions, with an open-door policy in place. As part of the inspection process, we gained feedback from parents. Comments were positive, stating "*The team go out of their way to provide healthy learning experiences for these young children that equip them so well for the transition into school*", with another parent commenting "*Excellent playgroup, the staff go above and beyond in everything they do!!! I have used this playgroup with both my children, I've always been fully informed on what they have done that day*".



### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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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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 7 - Opportunities for play and learning	Fully embed the Curriculum for Wales, using observations to support children's next steps and inform planning

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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