



Inspection Report

Bobl Bach Pre-School

**Building No. 2
Pant Primary School
Heol-y-Bryniau
Merthyr Tydfil
CF48 2AD**



Date Inspection Completed

08/07/2021

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About Bobl Bach Pre-School

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Merthyr Tydfil County Borough Council Child Care and Play Services
Registered places	20
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert 12 May 2016
Is this a Flying Start service?	Manual Insert Yes
Does this service provide the Welsh Language active offer?	This service that does not provide an 'Active Offer' of the Welsh language

Summary

This is an inspection undertaken during the Covid-19 pandemic. We have therefore focused on the priority areas for this setting and not the full quality framework.

Children benefit from a nurturing and supportive setting that promotes their all-round welfare and well-being. Children are very happy, settled and familiar with routines. They gain considerable enjoyment from the play opportunities they can choose from and have positive attachments with staff.

Care practice is responsive and the staff team support children's play and learning effectively. There is clear activity planning and regular monitoring and reviewing of children's progress. Staff have a good awareness of their roles and responsibilities in relation to children's health and wellbeing; they maintain appropriate records and are good role models.

The environment is safe and suitable for the age range of children who attend. The playroom is spacious and maintained to a good standard and children benefit from a secure outdoor play area. There are good health and safety checks of the premises and well-organised recording keeping systems.

There are effective systems to support the running of the service with good quality assurance processes to promote best outcomes for children. Management of staff is effective and the staff team is well qualified. Communication with parents and links with the community are effective.

Well-being

Children are secure and happy at the service. They cope well with separation from their parents and are familiar with the routine on arrival, settling quickly. They have warm and supportive relationships with staff who care for them and this fosters a relaxed atmosphere. Children are confident to express themselves, approach staff to engage them in conversations and contribute ideas about what they like to do or learn. At snack time, they speak up, request additional snacks and drinks and are confident refusing something they do not want.

Children are valued at the service. They receive frequent praise and encouragement, which fosters their self-esteem and confidence. They adapt well to the different activities offered and are confident playing independently and in groups. They are beginning to develop friendships in line with their age and stage of development and show enjoyment playing with other children and with staff.

Children are resilient, are learning to share, co-operate and consider the needs of others. They sit nicely with other children during circle time, and listen and contribute during group activities. They are able to sit for suitable lengths of time during table - top activities, show a willingness to share resources with other children and wait their turn when playing in a group.

Children gain a lot of pleasure and enjoyment in the play and learning opportunities available at the service. They are active and curious learners and gain a sense of achievement in what they doing. For example, displaying artwork with pride. They enjoy opportunities for physical activities, but are equally comfortable engaging in quieter activities, either independently, or alongside others. They are confident enough to explore their environment freely, both inside and outdoors. We observed children walking on planks to improve their balance and co-ordination and saw children enjoying an activity about insects. Members of staff join in activities, which the children enjoy.

There are good opportunities for children to learn new skills and develop independence. They take appropriate risks when playing outside and in developing their physical skills. They select toys and resources independently and are able to accomplish things for themselves.

Care and Development

Staff have a good awareness of their roles and responsibilities. They understand the importance of promoting children's health and safety, follow service procedures and maintain key records effectively. They are aware of safeguarding procedures and their responsibility to report concerns to ensure children's welfare. There are appropriate procedures in relation to administering medication. All staff have up to date paediatric first aid training and as a result are able to deal with minor incidents should they arise. The service implements best practice in relation to healthy eating and participates in schemes to improve outcomes for children. Staff record children's specific dietary requirements and preferences appropriately and obtain information on children with specific allergies as part of the admission process. There are effective infection control procedures. The setting has adapted to the current circumstances in relation to COVID -19 and made adjustments in relation to cleaning routines and practices to ensure children and parents' safety.

Staff manage interactions well and support children's social development and behaviour in a positive, consistent and productive manner. This results in a calm and nurturing environment, which enables children to flourish. They work in line with the services' behaviour management policy, which outlines clear guidance of strategies to use. Staff are pro-active in practicing these strategies, using positive engagement and reinforcement to promote children's behaviour. They support and celebrate children's positive behaviour and praise their accomplishments, giving children a sense of pride and belonging.

Staff know children well and operate a key worker system to support children's individual needs. They are confident and relaxed in their practice and work well together to support children's learning. There is effective supervision of children throughout the session and staff ensure that all children receive assistance if needed. Sessions are child-led meaning that children direct their play, balanced with short and timely adult led activities. There is effective activity planning to ensure that children have a broad range of play and learning opportunities to support their development. There is a consistent system for monitoring and reviewing children's development. Staff plan effectively for the next steps in children's play and learning and engage with external agencies to promote children's individual needs when necessary.

Environment

Children benefit from an environment that is safe, clean and secure. Effective safety procedures are in place and well-organised record keeping systems. Policies and procedures are updated as and when required and are maintained in a comprehensive health and safety file. Risks to children are identified and as far as possible eliminated. Staff are aware of their responsibilities in relation to risks and undertake visual risk assessments to support written risk assessment procedures. Cleaning of the premises is effective to ensure its continued suitability and appropriate health and safety checks are completed.

The premises are suitable, and meet the needs of the children who attend. Internal and outdoor areas are welcoming and child friendly. There is good flow from the inside to the outdoor area giving children the option of moving easily between these two spaces. The playroom benefits from good natural light and bright décor. The design and layout ensures that there is good space for children to play and explore, with areas for messy play and quieter play activities. The layout also promotes children's independence with toys and resources in easy reach for children to access. Outside, there is a small grassed area to encourage children's curiosity of the natural world, and space for growing of plants, although this is somewhat limited at present. The outdoor area also benefits from different activity areas and a canopy so children can play in all weathers.

Children benefit from a good range of resources and equipment. They have access to appropriately sized good quality furniture. Equipment and materials are also available in sufficient quantities. For example, there is enough art and craft materials, alongside small toys and resources for pretend play. All-weather clothing is available for children to play outside when it is wet and larger play equipment to encourage and support children's physical development.

Leadership and Management

Leadership is effective and the service is run to a good standard. Recommendations from the previous inspection have been completed appropriately. There is a clear statement of purpose giving parents accurate information so they can make an informed decision about the suitability of the service for their child. Administrative procedures are effective. Documents contain relevant information and arrangements for reviewing and updating policies and procedures as and when required.

There is a strong quality assurance process in relation to monitoring and reviewing the quality of care provided at the service and making improvements. This ensures best outcomes for children and parents who use it. There are termly parent questionnaires so that there is regular and timely feedback. People who run the service complete an annual review of quality of care report and feedback from questionnaires is included. In tandem with this is a Setting Improvement Plan identifying key areas for action and target setting.

Management of staff and resources is effective. Staff are well qualified and have good opportunities to develop their skills and knowledge through access to training. There are defined roles for the small staff team and a system for supervision and appraisal so that staff have opportunities to discuss their practice. There are arrangements for staff induction and staff read policies and procedures so they are familiar with how the service operates. Staff have opportunities to discuss the running of the setting, as there are arrangements in place for team meetings to discuss practice and procedures.

Partnership with parents and agencies is valued and encouraged. The service is located next door to the schools' nursery class. This makes it easy for staff to maintain links with the school and for children to transition from the service to full time education. Staff work alongside parents to improve children's wellbeing, and keep them informed of their child's progress. Prior to the pandemic, parents were welcomed into the premises, but practice has been adapted to account for the present circumstances. Staff now endeavour to keep parents updated when they collect and drop off their children and via telephone discussions. Parents we spoke to were complimentary about the service and appreciative of the assistance and support of staff. They confirmed that they receive information on policies and procedures as part of the admission process and updates on their child's development.

Recommendations to meet with the National Minimum Standards

R1. Continue to develop outdoor planting opportunities to enrich children's understanding of the natural world.

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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Date Published 26/08/2021