



Inspection Report

Pembroke Dock Community School Playgroup

**Pembroke Dock Community School
Bush Street
Pembroke Dock
SA72 6LQ**



Date Inspection Completed

09/12/2021

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About Pembroke Dock Community School Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Person	Michele Thomas
Registered places	130
Language of the service	English
Previous Care Inspectorate Wales inspection	15 March 2017
Is this a Flying Start service?	Yes
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>	Excellent
<u>Care and Development</u>	Excellent
<u>Environment</u>	Excellent
<u>Leadership and Management</u>	Good

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

Summary

Children feel secure, happy, and comfortable at this setting. They are confident and familiar with the daily routine. They form positive relationships with their friends and staff; they show enthusiasm and they experience excellent play and activities. People who run the setting and care staff are skilled at providing a nurturing and child-centred setting. They plan for children's learning and development. Care staff have warm and caring relationships with the children and provide a variety of stimulating play opportunities to promote their all-round development.

Children receive care in a very safe, clean and secure environment. There is a range of play spaces and plenty of resources and toys to encourage children to play and learn. Resources and equipment are of good quality, clean and well organised. The outdoor environment is well planned and used regularly. It offers further opportunities for learning and development.

The setting has a strong leader. People who run the setting are well organised, keep most of the required records and implement positive strategies to improve the setting. However, they need to make some improvements to ensure they are fully compliant. The setting works well with parents to give them information about the setting and the children's well-being and care.

Nearly all children confidently express themselves and know they are listened to. They have a strong voice, constantly making decisions about what they want to do, what they want to eat or when evaluating their activities. For example, at the end of the session, younger children looked at photographs and talked about what they were doing or if they had fun. Older children explained that they developed the golden rules in the after school club. Nearly all children feel very safe and valued. They are very familiar with routines and the environment. For instance, when the staff played the tidy up song, the children tidied without prompting from care staff. They know where to find all of the resources and confidently help themselves. We heard children, giggling, laughing and talking to each other whilst playing. Some children spontaneously ask staff for a hug for comfort or reassurance and older children comfort and support younger children. Children said they were really happy coming to the setting and they enjoyed their time there.

Interactions between nearly all children, their peers and adults are consistently very good and nearly all children co-operate enthusiastically. They confidently spoke to us, asking questions or telling us about their play. Nearly all children are learning how to manage their behaviour, are confident to co-operate, take turns and share. For instance, one child asked another child to join her in the mini beast café for some food and drink. Where there were disputes about wanting the same toys the children responded well when a member of staff intervened and suggested alternatives.

Nearly all children are highly motivated, animated and fully engaged in their play and learning. For instance, children watched eagerly as care staff carried out the bucket activity and responded enthusiastically when they met 'Twiggle', the well-being puppet. They eagerly enjoy interesting and stimulating opportunities. Children move independently between tasks to the different areas within the rooms; including out to the corridor or to the outside area. Nearly all children take part in activities resulting in a great feeling of achievement and high self-esteem and are enthusiastic to show or talk about what they have been doing.

Nearly all children experience an excellent range of age/developmentally appropriate play activities and opportunities that fully promote their all-round development. They have many free play opportunities as well as taking part in adult led activities. Most children have good opportunities to develop their independence skills enabling them to do things for themselves successfully. For example, attempting to put their coats on by themselves or washing their hands with minimal help. However, there were some missed opportunities to develop the older children's independence. For example, care staff poured and served their drinks to them. Nearly all children make good progress and are confident to try new activities.

Care and Development

Excellent

Nearly all care staff fully understand and consistently implement policies and promote healthy lifestyles, physical activities, personal safety and well-being. Care staff carry out regular cleaning and consistently remind children about washing hands. They follow good hygiene procedures including while nappy changing and preparing for snack. Care staff are confident about their roles and responsibilities. They work effectively to keep children safe. For example, one staff member was consistently moving around the various areas, interacting with children or supporting them. Care staff confidently answered what they would do if there was a child protection scenario and knew where to go if they had concerns. Care staff regularly discuss safety with the children. For example, when getting ready to choose their next activity, care staff explained that the children should not go on to the grassed area due to the weather.

Most care staff fully understand the behaviour management policy and consistently implement positive behaviour management strategies. Care staff regularly praise and reinforce good behaviour. Most care staff are consistently responsive; they listen and respect children's views. For example, care staff asked children what yoga poses they wanted to do and they listened to every child who had a suggestion and the children's chosen action was completed together as a group. Overall, the interactions are positive, demonstrating warmth and kindness. Care staff show genuine interest in the children's questions, requests and discussion; asking follow up questions or implementing their requests, if possible. They act as good role models at all times.

Nearly all care staff are committed to providing an excellent range of play and learning activities. Individual leaders complete good written planning, with some input from care staff but ensure that it is flexible to meet the children's interests and needs. Some age groups have more comprehensive planning than others, to suit the age and development of the children. Nearly all care staff support and provide for children with additional needs, such as children with emotional and behavioural difficulties and children with speech and language difficulties, relevant to the children in their care. They confidently talk about the children's needs and fully implement suggested support strategies to support children. Nearly all care staff throughout the setting used language suited to each child's age and stage of development. They give children feedback, ask open-ended questions, and make suggestions, while also listening and responding to the children in their care.

Environment**Excellent**

People who run the setting ensure that the environment is safe, secure, and extremely well maintained indoors and outdoors. They effectively organise consistent cleaning routines that reflect good hygiene practices. Their highly effective infection control practices successfully minimise any risks to children's health and safety. People who run the setting complete effective and accurate general and fire risk assessments as well as specific risk assessments, which they review regularly and take appropriate action if needed. They carry out regular safety checks including weekly fire alarm testing and portable appliance testing with certificates available to inspect. People who run the setting carry out and complete regular fire drills, ensuring that the different groups of the setting have an opportunity to take part in them.

The premises are very welcoming, warm and accessible to all. People who run the setting ensure the environment has extensive indoor play space for children to move freely and explore. They ensure the environment meets children's needs and enables them to reach their full potential. They extend children's knowledge and development in the indoors and outdoors by offering an extensive range of resources which challenge and consistently stimulate their curiosity and interest. People who run the setting effectively organise the environment so that it provides a comprehensive range of exciting play opportunities suitable for all the age ranges cared for.

People who run the setting ensure that nearly all children can access a broad variety of good quality, age-appropriate furniture, toys and equipment, both indoors and outdoors to stimulate the children's interest and imagination. They provide good resources to promote children's curiosity about the wider society, promoting equality, and learning about cultural awareness including dolls, books and multicultural resources. For example, we saw pictures of children dressed up in traditional Indian clothes. There is an interesting and exciting outdoor play area which is an extension to the learning environment. Even though some children cannot access the outdoor from their immediate play room, children have opportunities to access outdoors when they wish.

Leadership and Management

Good

The setting has a highly effective and strong leader. People who run the setting maintain and share an up-to-date, effective statement of purpose that accurately reflects the service provided and meets the National Minimum Standards. They have a comprehensive set of policies. They use a dated review sheet of the policies and confirmed all policies are reviewed annually. However, some policies refer to the school rather than the setting. For example, the complaints policy includes reference to the school and the governing body. People who run the setting ensure that they collect, record and monitor nearly all of the required records. However, they do not complete children's actual times of attendance consistently throughout the setting's groups. Nearly all care staff keep a written record of accidents and share this information with parents. However, some groups verbally share information about accidents with parents and therefore not all accident records include the parent's/carers signature to acknowledge the entry. People who run the setting ensure that they engage with Care Inspectorate Wales (CIW) and other regulators and notify CIW of significant events. They take action following any significant events.

People who run the setting effectively implement continuous and meaningful self-evaluation. They regularly seek and actively implement the suggestions of children, their parents/carers, care staff and other interested partners. They create a comprehensive, worthwhile quality of care report which highlights strengths, areas of improvement and an action plan.

Overall, people who run the setting follow timely and robust recruitment processes to safeguard children. However, one staff file was missing two pieces of information. Since the inspection visit, the provider has confirmed that all documentation is now in place to show evidence of staff suitability checks. The performance management process is very good and encourages care staff to attend a range of training and to apply their learning. Regular meaningful supervision and yearly appraisals are viewed as integral to their practice and drive improvement. Care staff said they feel very well supported by management and that they are really happy in their work. People who run the setting deploy care staff effectively to ensure they meet staffing ratios and children's needs fully.

People who run the setting ensure that all communication and engagement systems with parents are good. They keep parents well informed by messaging via a messaging service. They also give verbal feedback to parents at the end of their child's session. People who run the setting have very strong links with a wide range of professionals, the community and other stakeholders. The leader ensures that the setting works with the school at all times and consistently responds positively to information and advice given to improve children's well-being and identified needs. Parents said they are really happy with the setting and their children enjoy attending.

Recommendations to meet with the National Minimum Standards

R1 – Ensure a parent or other adult collecting the child signs the record of any accidents to acknowledge the entry.

R2 – Further develop opportunities to promote independence with the children in the after school club.

R3 – Review and update policies to include information relevant to the setting.

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
30	The registered person does not keep a full record of	New

	children's attendance.	
28	The registered person has not ensured that all staff suitability checks and evidence are in place.	New

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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