



## Inspection Report

**Mochdre Playgroup, Conwy**

**Mochdre Infant School  
Station Road  
Mochdre  
Colwyn Bay  
LL28 5EF**



**Date Inspection Completed**

25/04/2024

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## About Mochdre Playgroup, Conwy

Type of care provided	Children's Day Care Full Day Care
Registered Person	Rhian Pleass
Registered places	26
Language of the service	English
Previous Care Inspectorate Wales inspection	17/5/2018
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.'

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

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

## **Summary**

Children are happy and form warm relationships with staff and each other. They enjoy their time at the setting and are confident to let staff know what they want to do. Children have a good range of play and learning experiences both indoors and outdoors. They have plenty of opportunities to choose their own resources which enable them to make effective choices and develop their play well. They enjoy making decisions. Children are active and learn through play. They are curious and like to experiment. They enjoy opportunities to show physical strength and are developing their independence highly successfully.

Staff support children's health and well-being effectively. They attend a suitable range of courses and follow best practice. Staff provide good support for children, for example, they give children plenty of time to settle and play when they arrive at the setting. Staff are thoughtful. They are calm and gentle with the children and always use positive behaviour management strategies effectively. As a result, they support children and meet their individual needs exceptionally well.

Leaders ensure the environment is safe for the children. For example, the building is secure, and children are supervised well. Risk assessments effectively identify any potential hazards and keep children safe. Leaders ensure children have easy access to a range of resources and equipment that are of good quality.

Leaders manage the setting highly effectively. There is a clear vision and leaders set high expectations for themselves and staff. They work exceptionally well together as a team. This creates a positive, happy and caring ethos. Leaders place great emphasis on developing a highly skilled team of staff. They ensure that all staff can access a range of useful training opportunities that enable them to keep up-to-date and build on their skills.

**Well-being****Excellent**

Nearly all children choose their own resources which enable them to make effective choices and develop their play well. Particularly young children enjoy making decisions, for example, deciding to take their boots off to play in the sand. They change into wellingtons from shoes and back again with minimum support. Children choose when to play outside and when to come in, having finished what they were doing with sand and water.

Children settle exceptionally well, even the youngest and feel secure as they play alongside their friends confidently. All enjoy their play and are excited to paint the shed with mud and then wash it off with clean water. Children as young as two make their needs known highly successfully and some use signing as a way of communicating. They are happy and come and show us what they are doing, proudly showing off their skills.

Children join in with stories and show joy by spontaneously singing trying to remember the words. Considering their age, nearly all children interact with each other and staff exceptionally well. They are helpful to each other, for example supporting a friend trying to put on waterproofs or letting a friend take a turn with a toy. Most are interested by what their friends are doing and even the youngest proudly show another way of digging in the sand, with their feet.

Nearly all children are active and learn through play. They are curious and experiment with water, mud and mops, noting thick mud is harder to clean. Children are considerate, and their delight overflows when four of the youngest children work together as a team of cleaners. They work highly effectively until everyone is happy with the job they have chosen. Children enjoy opportunities to develop physical strength such as carefully carrying water in a bucket to wet the sand.

Considering the young age of the children, nearly all develop independence exceptionally well. They use the bathroom with minimal support. Children select their own snack and choose wellingtons to wear. The communication of even the youngest children is developing effectively because many have invented their own ways of signing so staff can understand immediately what they need.

## Care and Development

Excellent

Staff support children's health and well-being effectively. They attend a suitable range of courses and follow good practice relating to safeguarding children. They know what to do if they have concerns about a child. They pay good attention to all aspects of hygiene. For example, they wear aprons to prepare a healthy snack. Staff ensure water is available. They ensure children's allergies are recorded and displayed with a photo of the child so everyone can enjoy their snack safely. Records such as their individual details are fully complete, including health care needs so staff can provide a high level of care for the children. They complete a register detailing attendance, and minor injuries are noted and brought to the attention of parents and carers effectively.

Staff provide good support for children, for example, they give children plenty of time to settle and play when they arrive at the setting. Staff are calm and gentle with the children and always use positive behaviour management strategies effectively. As a result, they support children and meet their individual needs exceptionally well. They speak and sign to children sensitively and use praise well. For example, they complement the children for good listening and admire their painting. This encourages the children to persevere longer with their activity. Staff remind children of simple rules such as being careful not to splash their friends and to put on waterproofs, so they don't get wet. They know instinctively when to stand back and allow children to discover and explore on their own.

Staff have positive relationships with parents. They allow plenty of time at the start and end of the session to speak to them and update any information about the children. They adapt the provision to respond effectively to the children's individual needs. For example, a child did not want to go outside so a staff member stayed inside and they played a lovely imaginative game of a lost kitten making the child feel special and happy. Staff know the children very well. They complete a good level of information before the child starts and there is a good level of communication between staff and parents so this ensures they can provide an exceptional level of care for them. Staff know when to join in or intervene with an offer of help. They recognise a teaching moment effectively, and ask questions which develop children's thinking skills effectively.

## Environment

Good

Leaders ensure the environment is safe for the children. For example, the building is secure, and children are supervised well. Risk assessments on site effectively identify any potential hazards and keep children safe. Daily cleaning and good attention to infection control means the setting is clean, and leaders ensure an effective level of hygiene. Regular fire drills are carried out and recorded, which show leaders and staff are aware of how to evacuate safely in the event of an emergency.

Leaders provide an effective learning environment with plenty of space to move around. A few pieces of children's work are displayed to give them a sense of achievement and belonging. The indoor environment is due to be renovated and staff have plenty of ideas of how to bring it up to the standard of the naturally resourced outdoors. Leaders ensure the setting is organised to provide a fully inclusive community where all children have equal access to activities and areas of the provision. Leaders make sure children are well cared for in a supportive and relaxing learning environment, which considers children's interests and their individual needs well.

Leaders ensure children have easy access to a range of resources and equipment that are of good quality, mostly recycled outdoors. There are loose parts for building and tubs outside for planting and a mud kitchen complete with metal utensils, pots and pans. Areas for balancing, sliding and digging are easily accessible and enable children to develop physical skills. A diverse community is reflected effectively by figures, stories and celebrating traditions from different countries. Staff ensure the effective use of resources to keep children's interests and maintain an uncluttered environment. Suitable low wooden tables, chairs and rugs enable everyone to work at their level of choice and enjoy their play and learning together.

## Leadership and Management

Excellent

Leaders manage the setting highly effectively. All are extremely enthusiastic about the job they do. Leaders and staff work exceptionally well together as a team. This creates a positive, happy and caring ethos. Leaders set high expectations for themselves and staff and as a result, staff are extremely effective in supporting children's well-being, learning and play. There is a clear vision for the setting, which is reflected in their statement of purpose.

The setting is supported by a range of highly effective partners that help to improve the quality of the provision and children's outcomes effectively. This includes following the advice and guidance from the monitoring headteacher and support teacher from the school. Staff benefit enormously from their regular involvement in developing and improving the quality of the learning environment and provision for the children. All support and advice are highly valued and acted upon immediately, contributing to the overall success of the setting.

Leaders and staff evaluate the setting very effectively. They confidently know what the setting does well and can identify areas that they need to improve such as the indoor environment. Leaders use information from a range of sources to write a reflective self-evaluation report. The setting makes highly effective use of available grants to buy resources to support children's learning experiences and to improve the outdoor environment.

Leaders ensure there is a range of useful and detailed policies and procedures in place to support staff to keep children safe. They ensure that the setting complies with regulations and meets the national minimum standards. There are comprehensive procedures for staff recruitment and for ensuring staff suitability. Staff are valued and leaders prioritise the well-being of staff. Leaders support staff effectively through regular appraisals and supervisions. Leaders place great emphasis on developing a highly skilled team of staff. They ensure that all staff can access a range of useful training opportunities that enable them to keep up-to-date and build on their skills.

They share observations of the children and provide updates about the service. The setting has an open-door policy enabling parents and carers to talk to staff daily. Leaders implement effective transition arrangements that support children to move confidently to their next stage in school.



### 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)
	No NMS Recommendations were identified at this inspection

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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