



Inspection Report

Shirenewton Playgroup

**Shirenewton Site
Wentloog Road
Rumney
Cardiff
CF3 2EE**



Date Inspection Completed

17/06/2024

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About Shirenewton Playgroup

Type of care provided.	Children's Day Care Sessional Day Care
Registered Provider	Cardiff Council Childcare and Play Services
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	Click or tap here to enter text. 9 May 2018
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children have many opportunities to express themselves and make choices about play and activities. They have built strong relationships with staff and are successfully learning to co-operate and interact with each other. Children are very happy and have lots of fun in their play. They are developing well and are becoming increasingly independent.

Staff work very well together, know children well and are extremely responsive to children's needs and preferences. They have a good knowledge of how to keep children safe and promote healthy lifestyles. Staff are good role models. They consistently manage interactions in a positive way, with a strong focus on celebrating children's achievements to promote their self-esteem and confidence. Staff provide a wide range of appropriate activities to encourage children to learn and develop.

Leaders create an inviting and stimulating environment indoors and outdoors. The environment is safe, secure, and well maintained. The premises and resources are easily accessible and suitable for the age range of the children. Leaders ensure that resources and equipment are very good quality and enrich children's all-round learning and development.

Leaders provide strong management for the setting. They ensure staff effectively implement clear policies and procedures. Leaders employ staff in line with the regulations. They deploy staff effectively and provide meaningful support through robust one to one meetings. Leaders encourage staff to complete a wide range of training opportunities.

Well-being**Excellent**

Children have a strong voice and communicate their needs and wishes confidently. Children can contribute ideas and make decisions about how they spend their time at the setting. They move freely between the playroom and the garden and choose what to do and who to play with. They fetched water from the playroom to water the plants in the garden. Children readily approach staff for assistance or to join in with their play. Children express themselves well and they make the staff understand which activities, songs, and stories they want.

Children experience very warm relationships with each other and staff. Children arrived very happily, greeted others with smiles and went to their favourite areas. Children are clearly familiar with routines and join in with them happily. They quickly found a seat for story time and eagerly answered questions about the story. They brushed their teeth to music and enthusiastically joined in singing familiar songs. Children feel a strong sense of belonging because staff know them well and their work and photos are displayed in the playroom. Children feel very safe and happy.

Children interact well with their friends and with staff. They are learning to manage their behaviour, share and play together. Some children liked to play alone but most children enjoy the opportunity to play with their peers and staff, for example looking for bugs in the garden. Children smile and relish the praise they receive as they co-operate and display kind behaviour. They spontaneously say 'please' and 'thank you.' Children listen to each other intently for most of the time, learning not to interrupt, as they join in conversations with staff.

Children are active learners and happily engage in free play as well as staff led activities such as drawing and singalong. They sustain interest in their activities for a good length of time, and some eagerly talk about what they are doing. For example, a child really concentrated on mark making in the foam tray, blowing the foam off their hands, and laughing. Another child spoke confidently about how they were making their breakfast in the home area. Children thoroughly enjoy their play and learning.

Children become increasingly independent because they have many opportunities to explore, develop and learn. Children follow their own interests and develop skills such as creativity, dexterity, and language as they play. One child confidently used a paper towel to clean the whiteboard before they drew another picture. Children listen well to instructions that support them to do things independently. For example, washing and drying their hands before they eat, brushing their teeth and tidying up after playing. They gain a sense of fulfilment from completing these tasks independently. Children have good opportunities to practice using the Welsh language through singing songs, counting, and learning about colours.

Care and Development

Excellent

Staff are confident in their role and have an excellent knowledge of the setting's policies and procedures to keep children safe and healthy. They are aware of the procedures for reporting concerns about children to an appropriate agency. Staff have attended training in paediatric first aid, food hygiene, safeguarding and a great deal of other training to support them to provide individualised care for the children. They promote healthy lifestyles by providing nutritious snacks and providing plenty of opportunities to play in the fresh air. Staff are well informed about any child with allergies, dietary or medication needs. Staff promote good hygiene as they support children to wash their hands thoroughly before eating and after going to the toilet. They also teach children about good oral health by brushing their teeth during each session.

Staff work in line with the behaviour policy and have a consistent approach. They are good role models, always polite and valuing children as individuals. Staff listen attentively to what children are saying. They are relaxed and interested in what children have to say, which promotes confidence and social skills. Staff praise and encourage children at every opportunity using phrases such as, "*Excellent*," "*Good listening*," "*Thank you! Da lawn!*" and "*You've done really well*." Staff are consistent and fair when reinforcing boundaries. A staff member supported two children to share blocks and encouraged them to work together and take turns to build a tower. The children counted excitedly and placed the blocks higher and higher and burst out laughing when a child toppled the tower. Staff effectively encourage children to sit together and be attentive for stories and songs, while being sensitive to any that want to continue to play elsewhere.

Staff promote children's play, learning and all-round development extremely well. They have thorough and effective systems in place to assess children's needs and routinely observe and update their key children's development plans and learning journey books to track their progress. Staff are transitioning to a more child led and exploratory approach, to let them develop their own curiosity and interests. Staff support children to use the continuous provision resources imaginatively. They adapt areas according to what they know children enjoy and in line with themes and cultural celebrations. Staff ensure children engage, have fun, and learn. They promote children's knowledge of Welsh language through some Welsh words, phrases, and songs. We heard staff facilitate and extend children's learning by encouraging them to count, describe colours, shapes, and sounds.

Environment

Good

Leaders ensure the environment is safe, secure, and well maintained indoors and outdoors. They implement effective security procedures, expecting visitors to sign in and checking their identification. Leaders have developed good risk assessments for the premises and activities, and staff implement these with daily safety checks. Leaders review risk assessments regularly. Staff record any accidents in sufficient detail and leaders audit these to identify any patterns or safety issues. Leaders work in close partnership with the owners of the building to monitor maintenance checks and report any issues that require repair. Staff maintain a hygienic environment including ensuring toys and resources are in good condition. They complete and review the infection control audit tool and act on any areas identified as requiring improvement. They complete clear records showing that they undertake regular fire drills to ensure staff and children know what to do when they hear the alarm.

Leaders ensure the environment is set up effectively to provide welcoming and stimulating areas. The playroom is bright and airy with sufficient space for a good range of activities as well as areas for children to relax. Play areas are well set out with resources within children's reach for choice and independence. The furniture and equipment are age appropriate and child sized. Staff clean washable floor surfaces regularly allowing children to take part in messy activities safely. They provide carpeted areas with comfortable seats, cushions, and welcoming areas outside for reading, relaxation, and reflection. There is a well-equipped outdoor area, that children freely access from the playroom for the whole session, providing opportunities to play in the fresh air and get exercise.

Leader provides an excellent variety of particularly good quality resources to encourage children's curiosity and imagination and support their learning and development. This includes using everyday items such as jugs to support independence and recycled items for crafts to raise children's awareness of environmental issues. Leaders ensure that Welsh and cultural books and resources are freely available, and staff use these to develop and support children's knowledge of their own cultures and those of the wider diverse society. Staff create displays to provide children with a keen sense of belonging, by including their artwork and photographs. They promote the Welsh language with some bi-lingual signs and books.

Leadership and Management

Excellent

Leaders are skilled and experienced and manage the service very well. They have a clear vision for the service that they outline in the Statement of Purpose. Leaders describe a strong ethos of child-centred care, and this is evident when you speak to leaders and staff. They are aware of national priorities and developments in childcare. They have developed useful policies and procedures, which they review and update as and when required. Staff maintain daily records such as accidents and incidents well. They maintain records in a very organised way and store them securely.

Leaders have a robust system to review the quality of the service they offer. They provide opportunities for all relevant parties to contribute to an effective self-evaluation process and create a culture of continuous improvement. Leaders fully consider and respond to parent, staff, and children's requests. Leaders set high expectations of themselves and staff. They submitted the Self-Assessment of Service Statement (SASS) to CIW appropriately. This included a comprehensive report of their quality of care review, including their plans for future improvements. There is a suitable complaints policy in place should parents want to make a complaint.

People who run the setting have effective systems in place to recruit, induct and employ staff. Staff files evidence they carry out and gather all the required checks and information required by regulations, prior to staff starting work. Leaders maintain clear attendance records for staff and children that show that enough staff are employed for the numbers of children attending. They often exceed recommended adult:child ratios. Leaders are knowledgeable and skilled and although they are included in ratios, they are given additional time out of ratio to undertake managerial tasks. Leaders encourage a strong culture of continuous development and are proactive in identifying any training opportunities that extend their knowledge of childcare. Leaders monitor staff professional development and progress through one-to-one supervision and an annual appraisal. They draw up action plans to support staff following any assessment. Staff told us they felt supported to do their jobs to a high standard. There is a strong team ethos and their sense of pride in their roles was palpable throughout the setting.

Leaders have established effective and successful systems to enable them to work in close partnerships with parents. They seek detailed information about their children's needs and preferences, and they keep parents well informed via newsletters, emails, notices on display in the setting and by regularly updating them when they collect their children. Leaders are employed by the local authority and are part of the Flying Start initiative. They have established effective links with a wide variety of specialists such as health visitors, schools, and other professionals that they can call on to support children with emerging additional needs.

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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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
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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