

# Inspection Report

**Aberporth Bilingual Playgroup** 

Aberporth Bilingual Playgroup Hen Gapel, The Vestry Aberporth Cardigan SA43 2DA



# **Date Inspection Completed**

13/07/2023

## **About Aberporth Bilingual Playgroup**

Type of care provided	Children's Day Care
	Full Day Care
Registered Provider	Aberporth Bilingual Playgroup
Registered places	21
Language of the service	Both
Previous Care Inspectorate Wales inspection	This is the first inspection post registration
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	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.

#### Welsh Government © Crown copyright 2023.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: <a href="mailto:psi@nationalarchives.gsi.gov.uk">psi@nationalarchives.gsi.gov.uk</a>
You must reproduce our material accurately and not use it in a misleading context.

Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

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

Children are confident, happy and enjoy their time at Aberporth Bilingual Playgroup. They have a strong sense of belonging and are developing positive relationships and friendships. Children have good opportunities to make choices and take effective decisions about what they want to do.

Staff understand and implement policies and procedures effectively to keep children safe. They are kind towards children, providing positive interactions to ensure children feel valued and happy. Staff consistently use positive behaviour management strategies to very good effect. Staff are skilled in supporting children in their play and learning.

People who run the setting have thorough policies in place and ensure the environment is suitably safe, secure, and well maintained. The environment meets the children's needs. The setting provides a wide range of resources, allowing children a variety and choice.

People who run the setting are organised and manage the setting well. They strive to develop the provision and are committed to ongoing improvements. They encourage an active partnership with parents and other stakeholders. They successfully embed their policies in the running of the setting.

Well-being Good

Children have lots of choices and can make decisions about how they spend their time at the setting. They move around the environment freely choosing where and what they want to play with. For example, a child did not want to join in the planned tennis activity, and they were able to continue their running activity. Children communicate confidently as they know they will be listened and responded to appropriately by staff. For example, when choosing what song to sing while walking to the tennis courts. Children who are not yet able to communicate verbally use Makaton and other signals, such as pointing, to successfully communicate their needs and wishes.

Children feel relaxed at the setting as they are familiar with the environment and routines. Children have a good relationship with staff and happily approach them for comfort or support when needed. They form friendships with other children showing empathy and care, for example, holding hands and helping them to feel happy. Children interact well for their ages and stages of development. Children learn to cooperate, share, and take turns. For example, they waited patiently for their turn to use the tennis racquet, taking turns to throw the ball to each other. They respect each other and the resources, using them appropriately and helping to tidy up when asked. Children are well mannered, and we heard lots of 'please' and 'thank you' from children of all ages.

Children really enjoy their play and learning experiences. For example, there were lots of smiles and laughter as they played 'What's the time Mr. Wolf?'. Children engage in their chosen activity for an appropriate length of time for their age and stage of development. They can follow their interests and enjoy what they are doing. Children take pride in their achievements and celebrate their success with each other and the staff for example, celebrating how they managed to hit the tennis ball, "taller than Miss".

The activities and resources available allow children to try things for themselves and develop a range of skills. For example, a child focused on trying to help put up the net for the tennis game, they persevered as they worked out which way up the net should be without it falling over. Children have regular opportunities to be independent. They can freely access items and areas of learning they want and those who are able to, independently use the facilities, such as toileting and handwashing.

### **Care and Development**

Good

The staff have a good understanding of the setting's procedures for keeping children safe, and they follow them effectively. Nearly all staff have completed paediatric first aid training. Detailed records are kept of any incidents and accidents, and any instances where staff administer medication to a child. The parents sign the records to demonstrate that they have been informed. The staff are confident about the appropriate procedures to follow should they have any concerns about a child, and they have completed training with regards to safeguarding children.

The staff encourage children to eat healthily and to drink plenty. They follow effective procedures to ensure that the needs of children with allergies are always met. They encourage children to wash their hands as required and follow the appropriate procedures when changing nappies. There is a dedicated area for nappy changing which allows all children to have good levels of privacy when changing nappies. The staff ensure that the children are given regular opportunities to spend time outdoors, ensuring that they develop their physical skills.

The staff have formed positive relationships with the children and speak to them affectionately and treat them with care and respect. Staff use effective strategies to promote positive behaviour in accordance with the setting's policy. For example, they distract children with another activity if they find it difficult sharing or taking turns and provide a clear explanation when their behaviour is not acceptable. Staff also model good social skills effectively when playing alongside the children saying thank you and praising each other during activities. Staff use both Welsh and English throughout the day and encourage and promote bilingualism with the children.

The staff provide a variety of fun-filled activities that they know the children will enjoy. Through in the moment planning, staff consider children's views and interests. They intervene appropriately to develop children's understanding for example, discussing the lady bird that the children had found during their picnic. The setting is making good progress to embed the principles of the new Curriculum for Wales and is seeking further support from the local authority. The setting has suitable arrangements for identifying and supporting children's individual needs, including children with additional learning needs. The people who run the setting ensure that they collect plenty of information about preferences, needs and any other relevant information before children start at the setting. This enables the staff to plan effectively for the children's individual needs. Good procedures are in place to work with external agencies to support children with additional learning needs and to ensure that all children's individual needs are met.

**Environment** Good

People who run the setting have comprehensive policies in place and ensure the environment is suitably safe, secure, and well maintained. Staff complete effective and accurate risk assessments. These are regularly reviewed, and any identified hazards are swiftly addressed. The setting is clean, generally tidy, and well maintained. Effective cleaning routines are in place which ensure the environment is well managed in terms of infection prevention and control. The premises is secure, and a robust system is in place to record any visitors to the setting. The staff also ensure that regular fire drills are held so that children and staff know how to leave the premises quickly and safely in an emergency. However, fire drills do not practice the emergency evacuation route of different exits taking into account the different suitable means of escape within the setting.

People who run the setting make certain the environment has good indoor play space, which children freely explore. The setting is bright, welcoming and accessible. Children benefit from colourful displays which promote literacy and numeracy skills. Children's work is displayed which strengthens their connection to the space. The room is divided into interesting areas which support children in their play and learning. For example, role-play, construction, and small world play. Although the setting does not have its own dedicated outdoor area, the people who run the setting ensure regular daily visits to the local beach, woodland area, park, or the nearby primary school grounds.

People who run the setting provide a wide range of resources, allowing children a variety of choice. They provide diverse resources for all ages and stages of development. For example, through block play, sensory activities, craft activities, and role-play activities. Children can access toys and resources easily, as they are stored at low level or within their reach. The service promotes diversity, equality, and a variety of celebrations. For example, children engage in activities related to the Chinese New Year and Diwali.

### **Leadership and Management**

Good

People who run the setting are effective in the way they manage and operate the setting and are committed to ongoing improvements. They have a very good understanding of the care they provide and are actively involved in the day to day running. They have a strong vision that they share effectively with others and regularly review. They update the setting's policies and ensure staff implement these in practice. There is a statement of purpose in place which provides an accurate picture of what the setting offers. This enables prospective parents to make an informed decision about using the setting. People who run the setting have worked positively with Care Inspectorate Wales (CIW) during this inspection.

There are strong procedures in place for self-evaluation of the setting. The quality-of-care review is a purposeful and thorough document which strives to include the views and opinions of children and parents using the service. It clearly identifies strengths of the service and prioritises areas for improvement. The people who run the setting implement safe recruitment procedures to safeguard children. They manage staff well. Staff files contain all the required information to meet regulations. They have a good team of staff who work very well together, ensuring children are supervised well and the setting runs smoothly. They carry out regular appraisals and supervisions providing support and an opportunity to discuss any issues which may arise.

People who run the setting have developed meaningful and positive relationships with parents and carers. There are effective systems in place to keep parents well informed about their child's time at the setting. Thorough verbal handovers are exchanged between staff and parents at the start and end of sessions and emails are sent to share photographs of special achievements. The people who run the setting have a positive relationship with staff at the local primary school which eases children's transitions from the setting and into school.

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

N/A	No non-compliance of this type was identified at this	N/A
	inspection	

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 24 - Safety	Ensure fire drills practice the emergency evacuation route of different exits taking into account the different suitable means of escape from the setting.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Continue to embed the principles of the new Curriculum for Wales.

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.

## Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

• <u>Inspection report survey</u>

If you wish to provide general feedback about a service, please visit our <u>Feedback surveys</u> <u>page</u>.

**Date Published 30/08/2023**