

# Inspection Report

**Chirk Pre School Playgroup** 

Ysgol Y Waun Lloyd's Lane Chirk Wrexham LL14 5NH



## **Date Inspection Completed**

07/09/2023

## **About Chirk Pre School Playgroup**

Type of care provided	Children's Day Care
	Sessional Day Care
Registered Provider	Chirk Pre School Playgroup
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	Click or tap here to enter text.Post Registration
Is this a Flying Start service?	No
Does this service promote Welsh	This service does not provide an 'Active Offer' of the
language and culture?	Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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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's wellbeing is at the heart of the setting and care provided. Children enjoy attending and have free choices to learn through their play and follow their interests. Children interact well and are happy in an environment where they feel supported and comfortable.

Staff implement the settings effective policies and procedures to ensure children are safe. A healthy lifestyle is promoted by staff through routines and children have regular access to outdoors for fresh air and exercise. Staff manage interactions well and are good role models. A good range of appropriate activities are planned to support children's learning and development.

People who run the setting ensure the environment is safe and secure and provides children with an inspiring place to play and learn. The environment is child friendly and creates a warm and welcoming atmosphere. Resources and equipment are suitable for children and inspire them to develop a range of skills.

People who run the setting manage it well and are committed to providing the best care possible. They are actively involved in the day to day running of the setting and manage staff well. Self-evaluation is effective and positive improvements are made. Good relationships are developed with parents so information can be shared appropriately. Effective partnerships with outside agencies and the school benefit the children.

Well-being Good

Children have a good voice. They communicate confidently as they know staff will listen and respond to them effectively and with interest. Children asked for items they wanted to play with that they could not access freely and spoke to the staff about what they wanted to do, confidently sharing their thoughts and ideas. Children make choices and decisions about where and what they want to play. For example, they could choose to play indoors or outside.

Children settle very well and are given the support and care to ensure they feel relaxed and comfortable in their surroundings. They quickly form bonds with staff which supports them to feel comfortable and allows them to separate well from their parents. Children get to know the routines well and confidently move around the environment. They quickly gain a sense of belonging, helping them to feel happy and safe.

Children interact well for their ages and stages of development, showing care and understanding towards others. They happily share space and resources as they play. For example, a group of children were in the water play area. They shared the items and enjoyed interacting together. Children respect the toys and resources. They use them appropriately and help to tidy up when asked to do so.

Children engage well in their chosen play experience. They show enjoyment as they smile and enthusiastically share what they are doing with others. Children move around the activities available but show interest as they engage for an appropriate length of time for their age and stage of development. For example, when using the pens to be creative outside and focusing on completing their picture.

Children have opportunities to be independent. They freely access items they want to play with as they are stored appropriately and facilities including handwashing and toilets are easily accessible. Children are given the support, encouragement, and resources to try things for themselves. For example, they have cups and a container so they can freely access a drink of water.

### **Care and Development**

Good

Staff keep children safe, following and implementing the settings policies and procedures effectively. They understand the safeguarding procedures and what to do should they have concerns about a child. Routines are in place to ensure children can be accounted for and they know what to do in an emergency. For example, regular fire drills are practised, and registers are kept of children's attendance.

Staff have effective procedures in place to promote a healthy lifestyle. Cleaning routines, including regular hand washing and how intimate care is provided helps to prevent the spread of germs. Staff follow effective routines to make sure children have regular access to outside so they can be active and get fresh air.

Staff have a very good way with the children and interact with them in a manner that shows them care and respect. They are good role models, listening intently to what children have to say and showing interest and understanding. Staff get involved in children's activities and routines to teach children respect and make opportunities for sociable experiences. For example, they sit with the children as they play and talk to them about their interests and their families. Staff promote positive behaviour. Any unwanted behaviour is dealt with quickly and calmly to avoid it escalating. Praise is used effectively to celebrate achievements, good behaviours, and children's learning.

Staff have a good understanding of child development and the needs of the children in their care. They plan appropriate activities for the children that extend their learning. Observations of the children ensure staff are aware of children's interests and individual needs. Information from parents/guardians and other outside agencies supports staff in being able to provide tailored care to ensure every child's individual needs can be catered for. Staff provide children with a range of areas of learning and resources to support their learning. For example, children enjoyed taking measured risks as they climbed on the frame outside. Staff allow children to be independent and give them the support they need to try things for themselves. For example, they encourage them to use the toilet and handwashing facilities independently.

**Environment** Good

People who run the setting provide an environment that is safe and secure. Entrance to the setting is controlled, with external doors kept locked and visitors recorded. Risk assessments on all areas are completed. They show hazards are managed well or eliminated where possible. For example, the door into the kitchen is kept locked so children are unable to access the area. Daily checks are completed to identify any possible new hazards, but these are not recorded to evidence who completed them. Outdoor areas are surrounded by secure fencing and the gates are kept locked, so children are unable to leave unsupervised.

The environment is child friendly, light and bright. The new building is a well decorated and maintained, providing an environment with a warm and welcoming atmosphere. Children have a large open space in which to play and learn. There is room for a variety of activities including floor games and tabletop activities. The inviting outdoor area provides an exciting and inspiring place for children. The availability of a hard surfaced and grassed area gives children a range of opportunities and experiences. The space is organised well and utilised effectively to ensure children can develop new skills and learn about the world around them.

People who run the setting understand the needs and interests of the children. They have equipped the environment with suitable resources and equipment that are appropriate for the ages and stages of development of the children. The availability of natural materials and loose parts help to inspire children and develop their curiosity. For example, empty crates and old wire reels outside and the free availability of sand and water, which the children were seen enjoying. The areas of learning have been created to support children to use their imagination. For example, children enjoyed pretending to make food and drink in the home corner, using some real resources including frying pans and cutlery. All toys and resources are of a good quality and stored appropriately so they are kept clean. Items are stored at an appropriate height so children can access them freely. The environment has suitable furniture and storage which allows children to be comfortable and independent. Labelled storage makes sure children know where to find and return items. Facilities such as toilets are easily accessible and suitable nappy changing areas ensure children's dignity.

### **Leadership and Management**

Good

People who run the setting have a good knowledge and experience of the setting and care they provide. They have a very good understanding of the care they provide and are actively involved in the day to day running of the setting. They show dedication and commitment to ensuring they provide a good service. Policies and procedures generally reflect the setting and the procedures followed. However, the whistleblowing and complaints policies need minor amendments to ensure they contain the correct information. The statement of purpose provides parents with information they need to ensure it is the right care for their child. Paperwork is organised and records such as children's registration documents are organised well so information can be found quickly when needed.

People who run the setting regularly review the care they offer, completing an annual self-assessment of the setting. They look at what has gone well and gather views and opinions of the staff, children and parents. These are then considered when planning and making any improvements. All responses the setting received from parents were positive and included comments such as "'My child loves coming to Playgroup, is always happy and excited".

People who run the setting have a good team of staff who work together well to ensure they supervise children sufficiently and the setting runs smoothly. People who run the setting are approachable and staff have regular opportunities to speak with them to share their ideas, through formal discussions, such as appraisals and staff meetings but also less formally as managers are available during the sessions. Staff files are generally complete and evidence there is a suitable recruitment procedure in place to ensure staff are experienced and qualified to care for children. However, some staff files did not have the two references to meet regulations. While no immediate action is required, this is an area for improvement, and we expect the provider to take action.

People who run the setting and staff have developed positive relationships with parents. They keep parents up to date and informed about their child's experiences and development. People who run the setting and staff work closely with parents and other agencies to ensure children's needs are met and they are provided with the best care possible. The setting has close links with the local school. This supports children's transitions as information can be shared and the children can become familiar with the school setting prior to them starting full time.

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

The Responsible Individuals must ensure they have all the required information relating to staff prior to them starting work at the setting.	New
0	

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 20 - Child protection	To ensure the procedure for whistleblowing is correct in the policy.

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)	
To include timescales for responding to concerns in the policy.	
To have a written form of recording daily checks completed on the environment.	

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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