



## Inspection Report

**Borderbrook Community Playgroup**

**Borderbrook School  
Tallarn Green  
Malpas  
SY14 7LJ**



**Date Inspection Completed**

23/01/2023

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## About Borderbrook Community Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Emma Jones
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	24 September 2019
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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.

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

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

## **Summary**

Children express their opinions well because they know they are listened to. They are happy and settled and have positive relationships with staff and each other. They enjoy their play and learning, show a good level of engagement and are developing their independence well.

Staff follow many appropriate policies and procedures. They understand their responsibilities to protect children. However, staff do not maintain children's attendance records well enough, which is a regulatory requirement. Staff manage children's behaviour and interactions well and are caring and nurturing. Staff plan appropriate activities to meet children's interest levels and individual needs.

Leaders provide a clean, appropriately decorated, child-centred environment but some safety measures do not meet the legal requirement. Staff offer daily outdoor play opportunities and provide children with a selection of appropriate toys and resources indoor, and outside which promote learning.

Leaders are hardworking, new to their roles and keen to make improvements. Staff are appropriately qualified and supervise children well. However, recruitment processes do not meet the legal requirements and leaders do not provide appropriate staff supervision. Positive partnerships have been developed with parents and the school. But aspects of leadership are not managed well enough which results in some regulations and National Minimum Standards not being followed.

**Well-being****Good**

Children express their opinions well because they know they are listened to. For example, they tell staff which songs they want to sing during together time, and this is acted upon. Children make appropriate choices and decisions throughout their day such as which toys they want to play with and whether they want to take part in the adult led activities. They move around freely selecting toys and resources of their choice.

Children are happy and settled. They have positive relationships with the staff. They enjoy telling them about their weekend and enjoy cuddles when they need re-assurance. Children are familiar with the routines and the facilities available to them. For example, they know they play when they arrive at the setting, before they gather on cushions for circle time. Knowing the routine helps the children feel secure.

Children interact well for their age and stage of development, and they are learning to regulate their own behaviour, co-operate and take turns. They share the resources in the water tray and after gentle reminders, follow most instructions.

Children show good levels of engagement. For example, they are eager to explore the toys and resources around them, such as building robots with construction tools and experimenting with the programmable toys. They show good concentration skills for their age and stage of development when drawing patterns on their Chinese lantern. Parents told us their children enjoy coming to the setting and like the activities on offer.

Children have positive experiences which promote their play and learning. They are developing their independence well as they are given opportunities to do things for themselves such as putting their coats on with only a little support, using the toilet and tidying away toys and resources.

## Care and Development

**Adequate**

Staff follow many appropriate policies and procedures which promote children's health and safety. For example, cooked lunches are nutritionally balanced, and staff provide children with water to drink. Staff offer regular opportunities for children to get fresh air and go outside. Hygiene practices are appropriate such as wiping tables after messy activities and encouraging children to wash hands after using the toilet and before eating. Accident and incident forms are completed appropriately and shared with parents. However, children's attendance records are not maintained well enough. For example, their current system does not include children's time of arrival and departure and there are occasions where the attendance records are blank. Whilst no immediate action is required, this is an area for improvement, and we expect the provider to take action.

Staff realise safeguarding is an important part of the job and understand their responsibilities to protect children. However, the person in charge has not attended recent safeguarding training and when asked, was not confident with all her responses, regarding safeguarding scenarios and appropriate action to be taken.

Staff understand and follow the setting's behaviour policy and manage interactions well. They use praise for completed work or when they see children trying hard. Staff are good role models and show kindness and respect towards the children. If children refuse to follow instructions, staff use a calm, sensitive approach and give clear explanations, resulting in children complying and doing what has been asked.

Staff are caring and nurturing. They respond appropriately to children's individual needs such as promoting the use of their home languages which values children's backgrounds and encourages them to express their individuality. Staff plan a reasonable range of activities which appeal to children and help develop appropriate skills. For example, they develop children's fine motor skills, creativity and imagination by allowing them to experiment with trays of spaghetti. They encourage concentration and hand-eye co-ordination with bead threading activities and develop curiosity by going on bug hunts with magnifying glasses. Staff know children well, observe them informally and plan for future learning. However, there are no formal assessment systems in place to track the progression of skills. Leaders have an awareness of the additional learning needs code and are supported with staff from the school, on which steps to take if they identify children who may require additional support. Staff promote the Welsh language appropriately by regularly using familiar words, numbers and songs which benefits the children.

## Environment

**Adequate**

Leaders ensure the setting is suitably maintained but some safety measures do not meet the requirements. Potential hazards are not always managed well enough. For example, some hazards are identified in the setting's risk assessment, but leaders do not always follow their own control measures, such as locking the setting's door and locking the school gates. Other hazards are not always identified or included in risk assessments. This is placing children at risk, and we have therefore issued a priority action notice. The provider must take immediate action to address the issue. Regular fire drills are carried out and recorded, which ensure children and staff know how to evacuate the premises in the event of an emergency. However, fire drill logs do not contain all relevant information. Leaders ensure staff supervise children well and ensure the cleaning routines reflect appropriate hygiene practices.

Staff provide a clean, appropriately decorated environment. The play space is child-centred and welcoming, and the layout and design promotes independence. Children can help themselves to many resources from low-level furniture. For example, they open drawers and select which toys they need in the water tray. There is a cosy area for children to rest if they are tired. Staff provide a variety of toys which encourage children to explore the world around them, including trays of ice to support discussions about the cold weather outside. Leaders ensure the outside play space is used daily which supports children's well-being and physical development. Due to building work, staff provided children with use of the school playground, instead of their usual outdoor play area. However, photographs on the setting's social media platform show the outdoors is usually used well with children having access to an appropriate selection of toys such as ride on cars, small apparatus, a wooden playhouse/slide and a wendy house.

Leaders provide appropriate furniture, toys and resources that are suitable for children's needs. There are a few toys and resources that promote cultural awareness such as jigsaws, books and dolls. Staff celebrate cultural events appropriately with activities linked to St David's Day, Chinese New Year, Christmas and Easter, which helps children begin to understand the diverse society we live in.

## Leadership and Management

**Adequate**

Leaders are hardworking, new to their roles and are developing an understanding of what is required of them. Leaders have regular contact with each other, but aspects of leadership are not managed well enough which results in some regulations and National Minimum Standards not being followed. The atmosphere at the setting is warm and welcoming. Staff enjoy their work and feel they can contribute to decision making. The statement of purpose needed to be updated to provide an accurate description of the setting. This was done during the inspection and now meets the requirement.

Leaders complete their annual quality of care review. Strengths and areas for development are recognised. However, the process is not always effective at bringing about desired change. For example, priorities for improvement have remained the same for two years. Despite this, leaders do listen to constructive feedback and have already begun to address some of the issues raised during the inspection.

Leaders ensure staff are deployed appropriately to ensure continuity of care. There are sufficient staff with appropriate skills to meet the needs of the children. However, leaders do not gather all required information prior to staff being recruited and leaders do not provide supervision for staff. Supervision would offer staff the opportunity to reflect on practice, receive guidance and identify areas that need development. Whilst no immediate action is required, these are areas for improvement, and we expect the provider to take action. Other documentation is well organised such as children's registration records, which contain all required information and ensure staff can meet children's health needs. Appraisals are carried out annually, but as the current staff have worked at the setting less than 12 months, these are due to be carried out later in the year.

Leaders have positive partnerships with parents and with the school that the playgroup runs from. Parents speak highly about the setting and are complimentary about the staff and the level of care their children receive. Leaders keep parents well informed about their child's day through regular photographs on the setting's online platform, as well as daily verbal feedback at collection time. Transition from the setting to the school is smooth and effective because it is on the same site, and staff and children know each other well. The setting benefits from the person in charge having a good relationship with the school infant teacher. This means she can ask questions or advice when she feels necessary.

## **Recommendations to meet with the National Minimum Standards**

R1 All staff to receive safeguarding training to ensure they are confident in understanding the child protection procedures.

R2 Establish suitable assessment systems to effectively plan for children's next steps and track the progression of skills.

R3 To ensure fire drill records include all relevant information such as time of the drill, length of time the drill took, number of children and staff present, and any issues encountered.

### 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
25	Ensure unnecessary risks to the safety of children are identified and so far as possible eliminated.	New

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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30	Ensure leaders maintain accurate attendance records, which include all required information.	New
28	Ensure all required documentation is gathered to demonstrate the suitability of workers.	New

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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