



Inspection Report

Croco-doco-dile Playgroup

**The Old Clinic
Llanidloes Primary School
Llangurig Road
Llanidloes
SY18 6EX**



Date Inspection Completed

12/09/2023

About Croco-doco-dile Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Croco-doco-dile Playgroup
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	This is the first inspection since re-registration.
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	The 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.

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

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

Summary

Children are highly valued and are motivated and encouraged to speak and express themselves. They are thriving and feel extremely happy and secure at the setting. Children are resilient. They co-operate, take turns, and share with other children. Children are active, curious learners, and they engage in purposeful play-based activities.

Care staff promote children's well-being efficiently. Policies and procedures for food hygiene, infection control and supporting children with medical conditions are comprehensive. Care staff implement the child protection policy thoroughly. They provide a nurturing and caring environment and provide responsive care.

Children are cared for in a delightful environment which is spacious, clean, and secure. The play areas are welcoming and friendly and provide a rich environment for play and learning. There is extensive space and facilities to meet the needs of the children. Unnecessary risks to children have been identified and as far as possible eliminated.

The people who run the setting consistently comply with relevant regulations and exceed the national minimum standards. They have a strong vision for the future and ensure that staff are provided with continuous opportunities to develop professionally. They are passionate in ensuring they offer a very high standard of care to the children. They have developed strong partnerships across the community and nationally.

Well-being

Excellent

Children are very happy, settled and relaxed at the nursery. They benefit from consistent care staff who know them very well. They build affectionate bonds and develop positive attachments. Children receive lots of cuddles and attention from care staff. Children interact with each other extremely well. They are making friends; we saw a group of children chat companionably together as they sat and ate their snack. Behaviour is exemplary and children play together and take turns as is appropriate for them. Children are engaged in their play and learning and concentrate for appropriate amounts of time. Children benefit from some structured routines as well as the freedom to move around and choose their activities both inside and outside.

Children have excellent opportunities to develop their independence skills enabling them to do things for themselves successfully and to problem solve effectively. Children are encouraged to independently dress in their wet weather clothes if they wish to play outside. During snack time, children choose when they are ready to come and eat. They pour their own milk or water from the jugs; they retrieve their own snack and clear up when they have finished. Children access their water and toilet facilities independently throughout the day.

Children are highly motivated, animated, and fully engaged in their play and learning. Children thoroughly enjoy the vast variety of role play opportunities and exploring the real-life resources. Some children play creatively, imagining they are building a house in the construction area with the blocks and the screwdrivers while others reorganise the home corner. Children are self-motivated to start their own play and to influence their tasks and activities. We saw children printing in the craft area, using the autumn colours, cutting apples and hands to print pictures. Other children moved from one area of learning to another. Some playing with the cars in the garage before moving to play with the big wooden blocks.

Children are thoroughly supported and encouraged to take part in an activity resulting in a very good feeling of achievement and high self-esteem. Children sit and listen carefully to the circle time and story session, joining in and answering questions about what they'd heard appropriately. Children take part in the singing and music session, using the resources and instruments to make sounds and rhythms. They listen carefully to the music to play loud, quiet, quick, and slow. Children enjoy singing and dancing along to the tune and when the music finishes children quickly put the resources away. Children are enthusiastic as they complete a physical activity saying at the end "*my heart is beating really fast*".

Care and Development

Excellent

Care staff understand and consistently implement policies and promote healthy lifestyles, and personal safety of children to successfully ensure their well-being. Staff are proactive and effectively manage any risks as and if they arise. We saw how care staff were quick to respond calmly and kindly checking when children tumbled over. Care staff speak respectfully with children and show interest, pleasure, and care in all that they do. They manage any sign of possible conflict for example around sharing, carefully and quickly and offering support and care.

Care staff respect the children's feelings, for example by asking them if they can help with handwashing and we saw that children were comfortable with this routine. Care staff follow effective processes to keep children safe, for example keeping them hydrated, ensuring continuous access to water, and ensuring wet weather clothing is worn when playing outside in inclement conditions. Care staff know children very well and are all able to provide examples of how they have developed and what their needs are. They respond to children's individual needs promptly. For example, quickly reaching for more paint and brushes when asked. Care staff are confident with safeguarding scenarios and can explain what they would do if they had concerns. Snack times are calm and organised and care staff ensure that all children are served with care, always supervised, and not rushed. Care staff carry out nappy changing with dignity, care and respect and safety measures are followed diligently.

Interactions between care staff and towards children are always respectful. Care staff are consistently responsive and respect children's views. Interactions are very positive, and staff demonstrate genuine warmth and kindness. They are sensitive to children's needs and take every opportunity to enhance interactions through careful responses, correct spoken language and enhancing children's vocabulary. We saw children approaching care staff for reassurance and we heard conversations at the end of morning sessions between care staff, parents and grandparents where they took their time to provide feedback. There was clear evidence of mutual respect between care staff and families.

Care staff have a rich understanding of diversity issues and fully promote children's rights and are committed to providing an excellent range of play and learning activities and opportunities. They are fully aware of children's individual development and provide specific age and stage appropriate activities. Care staff consistently and carefully consider and review the planning process and next steps. They are currently seeking advice from the local authority to refine their planning of the new Curriculum for Wales. Children with additional learning needs have regularly reviewed care plans in place. We saw planning with children's ideas and care staff explained how they respond to children's interests and curiosity with further activities to enhance their experiences for learning.

Environment**Excellent**

People who run the setting have comprehensive measures and procedures in place to ensure that the setting is safe for children. The setting is very clean, tidy, well maintained and welcoming. The people running the setting have decided to refrain from using bright colours and decorations and instead use more muted colours and natural resources which creates a sense of calmness at the setting. The premises both inside and outside are secure and people who run the setting ensure they keep a record of visitors. Thorough and effective risk assessments and safety checks are in place. People who run the setting ensure that they carry out regular emergency evacuation practices and keep records of these. Effective and consistent cleaning routines are in place which reflect excellent infection control practices. Care staff regularly clean touch points throughout the day and the hired cleaner cleans the environment thoroughly every evening. Care staff handling and serving food ensure they wear disposable gloves and an apron. Thorough handwashing occurs regularly including before handling and serving food.

People who run the setting ensure that they make excellent use of the vast available space. The layout of the environment, both inside and outside, is well thought out and provides excellent learning spaces for children of all ages to explore as well as areas to relax and rest. Children have considerable freedom to safely explore their indoor and outdoor environment. The doors from the inside play area to the outside were open throughout the visit. The large open outdoor space at the rear of the setting is safe and provides excellent opportunities for extensive learning with shaded areas, growing areas, and different learning areas such as music and craft. Activities such as painting and mark making, placed within sheds, spark children's curiosity to seek out what they can find. Children were able to enjoy a free flow system to the outdoors and were able to choose for themselves if they wanted to play inside or outside. Children also choose from several learning areas to explore such as craft area, sensory room, and library. The children are cared for in an environment that is inviting, meets their needs and provides rich play opportunities.

People who run the setting provide excellent quality furniture and resources that are suitable for the developmental needs of all children. They are committed to providing stimulating resources that promote children's curiosity both indoors and outdoors and which stimulate children's interests and imagination. The setting uses a large variety of natural and real-life resources such as in the role play area children use real-life home resources such as cups, saucers, and toaster. Real handbags and jewellery are used in the dress up corner as well as traditional costumes. Children can easily access high quality child size furniture. Outdoors children enjoy riding bikes, water, mud kitchen, blocks and sand pit. Equality and cultural awareness are promoted throughout the setting. Displays on the wall of children's wow moments celebrating achievements and a Welsh cultural display provides children with a sense of belonging and appreciation.

Leadership and Management

Excellent

The people running the setting have an exceptional vision that they communicate effectively to their staff, creating a very positive ethos. They lead in a way that ensures the setting achieves extremely high standards and delivers quality care and development opportunities for children and care staff. They have the required documents and records needed to run the setting, which they review and update regularly. The documentation is thorough and comprehensive.

The people who run the setting consistently reflect on and evaluate the setting and their practice. They are very approachable and open to ideas for improvement. They participate in several quality assurance programmes such as a 'buddy session' where they collaborate with another local setting to share good practice. The setting has also been involved with a 'G2E' (good to excellent) cluster group with other settings to encourage and discuss self-improvement and continuous development. They received very positive feedback from these sessions. The people who run the service carry out a quality of care review each year that takes account of the views of parents, children, and staff. They identify areas from this that they would like to build on or develop such as parents open days to visit the setting.

The people running the setting support care staff extremely well. They carry out regular supervision and appraisal meetings and plan for staff development. However, the supervision meetings for the person in charge are not always documented formally. The person in charge confirmed she did feel well supported by the people who run the setting. She told us they are very approachable, and she is in regular contact with the committee members both in person and virtually. She also confirmed they held regular supervision discussions but did not record these as per the other staff members. The people running the setting hold regular staff meetings to exchange information and ideas. Following any training sessions attended, care staff complete an evaluation and share with other staff members. This considers the impact of the training, to reflect on the session and how this will be implemented in practice and the setting. All the care staff we spoke to said they are very happy working at the setting and feel very well supported by approachable managers. The people who run the setting follow robust recruitment procedures.

The people running the setting have excellent partnerships with parents. They keep parents informed of their children's progress verbally, through newsletters, parents' evenings, open mornings and a closed social media page. This enables them and care staff to communicate easily with parents on a day-to-day basis and keep them informed of what their child has been doing. The setting has recently established a library system where children and their families can borrow and share books together. The parents we spoke to are extremely happy with the service received at the setting. They told us that the children are very happy attending the setting and are always excited to visit. They feel that staff are

always approachable. A sample of cards viewed left messages of thanks and support from parents to the staff at the setting.

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)
Standard 13 (Day Care) - Suitable Person	Ensure that one-to-one supervision discussions are always recorded formally.

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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