



## Inspection Report

**Penrhyn Playgroup**

**Penrhyn Church In Wales V C School  
Hundleton  
Pembroke  
SA71 5RD**



**Date Inspection Completed**

04/07/2023

## About Penrhyn Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Penrhyn Church in Wales Volluntary Controlled School Governing Body
Registered places	16
Language of the service	English
Previous Care Inspectorate Wales inspection	Not applicable. This is the first post-registration inspection.
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.

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<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 are happy and relaxed in both the playgroup and after-school elements of the setting. They are busy and engaged and they enjoy their play and learning with friends and staff. They have good opportunities to develop their confidence and independence.

Staff are calm and kind and they show genuine warmth when interacting with children. They keep children safe and they are developing their systems for planning for children's next steps of play and learning.

Leaders provide a clean and safe environment for children. They provide spaces which support children to be independent and they provide appropriate resources to children, both indoors and outdoors.

The leadership and management of the setting is developing. Following a period of change at the setting, the leaders and staff are motivated to continually improve.

## Well-being

Good

Children have good opportunities to make choices and decisions. All children, in both the playgroup and after-school elements of the setting choose the play activities they want to engage with. A younger child who prefers to play indoors is supported to do so. Older children, attending after school, have access to a suggestion box and they are encouraged to share their ideas.

Children are happy and relaxed. Most children smile, laugh and chat throughout their time at the setting. They are familiar with the daily routines, such as tidying up, washing their hands, and getting their drinks from their bags. Children who are new to the setting receive sensitive support and reassurance from staff.

Children interact well with others. They form friendships. Older children tell us they are all friends, and they wave goodbye fondly when leaving the setting. Children have positive bonds with the staff. For example, younger children want to show staff what they are doing and ask for help, and older children chat happily to staff about their school day. Nearly all children follow directions from staff and display lovely manners.

Children are actively interested and engaged in their play and learning. Younger children have access to a range of activities which are suitable to their stages of learning, and they are able to follow their own interests. For example, during our inspection visit, a child noticed a spider when tidying up. This led to a conversation with other children and staff about spiders and what they do. Older children develop their play as they choose. For example, they use their imagination when developing a scenario with construction blocks and small-world figures. A child tells us the after-school element of the setting is more relaxed than school and they can choose what they want to do.

Children have good opportunities to develop their independence. Younger children pour their own drinks, carry their snacks and drinks to the table, and put their rubbish in the bin. Older children also access their belongings easily and confidently tell us they go and top up their water bottles when they need to.

## Care and Development

Adequate

The staff team have suitable knowledge and understanding which enables them to keep children safe. The responsible individual confirms that there is always at least one member of staff on duty who has the appropriate paediatric first aid training. Staff have a good understanding of their responsibilities in relation to child protection. Those who handle food have completed food hygiene training. All staff follow good hygiene practices, such as ensuring regular hand washing and following safe procedures when changing nappies. Following our visit, staff completed up to date fire drills with children and updated their methods of record-keeping for these. They also updated the healthcare plans for children with specific health needs.

Staff interactions with children are consistently positive, demonstrating warmth and kindness. Nearly all staff are sensitive to the needs and experiences of individual children. For example, staff encourage children to talk about how they are feeling, and they understand the reasons why a child may be feeling sad. Staff give children regular verbal praise and listen to what they have to say.

Staff provide an appropriate range of play and learning activities. Many of the staff have a suitable qualification or are working towards one. The system for observing children's progress and planning for their next steps in learning, in the playgroup, is developing. Staff, in the playgroup, have attended training on the Curriculum for Wales and plan to develop their practice further in line with this. Staff in the after-school provision are developing their knowledge of playwork practice, the regulations, and national minimum standards. The staff and leaders are reflective and motivated to make continual improvements. Staff support children effectively to develop their independence. They encourage children to do things for themselves and give them time to think through problems.

The use of the Welsh language is developing. Although they are not currently meeting the Active Offer, staff in the playgroup ensure children hear incidental Welsh language regularly such as "*Eisteddwch at y carped. Sit on the carpet please,*" "*Wyt ti eisiau llaeth?*" (do you want milk?) and "*You seem grac*" (cross). The staff in the after-school provision, use occasional incidental Welsh vocabulary such as, "*diolch*" (thank you).

**Environment****Adequate**

Leaders provide a safe environment for children. The responsible individual confirms that they ensure safety checks are completed, in line with regulations, by the school caretaker. During our inspection visit, we saw written risk assessments for the playgroup and the responsible individual confirmed that these were also in place for the after-school provision following our visit. The environment, for both elements of the setting, is clean, well-maintained, well-ventilated and of a comfortable temperature. The environment is secure, and a key-code entry prevents unauthorised access.

The environment provides a suitable space and facilities for children's play and learning. The playgroup area allows the younger children to move freely between activities and, when the door is open, this allows children free-flow play between the indoors and outdoors. There are appropriate areas established for children to develop their learning, such as areas for construction, role-play and looking at books. Older children who attend after school have plenty of space for their play in a classroom environment and have access to a large outdoor area. However, there is no area of this environment which is set up to allow the children to relax in comfort. Both environments support children to be independent, as they can easily access the play resources, the toilets, and their own belongings.

Leaders provide a suitable range of play and learning resources. For example, younger children have access to resources for sensory play, mark-making and physical play and older children have a selection of appropriate games and craft activities. There are limited resources which promote equality, diversity and cultural awareness. Resources are clean and well-maintained.

## Leadership and Management

**Adequate**

Leaders have a vision for the future of the setting. There has been a period of transition since the registration of this setting which has resulted in some misunderstanding about responsibilities amongst leaders and staff. During this inspection, we identified areas of non-compliance. However, leaders are committed to improvement. The statement of purpose was updated during the course of the inspection to reflect the whole provision. Although there are policies in place for the playgroup provision, these do not all reflect the whole of the full day care setting, which also includes the after-school provision. There are also some aspects of the policies which are out of date and not relevant to the setting. Leaders have begun to take action to address this.

Leaders are improving record keeping at the setting. Following our inspection visit, the staff improved the systems for recording the attendance of children and staff. During our inspection visits, there were appropriate systems in place for keeping records of children's personal details and needs in the playgroup. Leaders also agreed contracts for the children's care. Following our visit, the responsible individual confirmed these records were also put in place for the children attending after school. Medication records contain most of the relevant information but there are not records of parent signatures to acknowledge when the dose has been administered.

The management of staff is not fully compliant with regulations. There is not a suitable system of appraisal and supervision in place, although communication between leaders and staff is developing. While no immediate action is required, this is an area for improvement and we expect the provider to take action. Leaders ensure that there is always a sufficient number of staff caring for the children. They are seeking support to improve the percentage of staff with appropriate qualifications, in order to meet national minimum standards. We checked a sample of staff files and found that there was not sufficient information or documentation to demonstrate that all relevant suitability checks had been completed. This is an area for improvement, and we expect the provider to take action.

Leaders complete a basic annual quality of care review and report. The report responds to parents' views but does not consider the views of children and staff or reflect on the whole service. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Leaders and staff fully engaged in the Care Inspectorate Wales (CIW) inspection process and are making changes to improve the setting, seeking support from appropriate bodies.

Leaders and staff have established a strong partnership with the staff of the school in which the setting is based. Leaders communicate appropriately with parents about their children's well-being, either verbally or via an app.





### 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
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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16	The provider must ensure that the views of all relevant parties are considered for the quality of care review.	New
29	The provider must ensure staff receive formal appraisals at least once a year as well as regular one-to-one supervision.	New
28	The provider must ensure there is full and satisfactory information or documentation available in relation to the suitability of staff.	New

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 7 - Opportunities for play and learning	Further develop observation and planning for the next steps of play, learning and development, for younger children attending the playgroup element of the setting.
Standard 13 (Day Care) - Suitable Person	Ensure there is the relevant percentage of qualified staff caring for children.
Standard 11 - Medication	Ensure parents sign records, to acknowledge when medicines have been given.
Standard 22 - Environment	Provide an area in which children, attending after school, can rest and relax, if they wish.

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)
Ensure all policies are up to date, relevant to the whole setting and available to parents.

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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