



## Inspection Report

**Monkton Priory Flying Start Playgroup**

**Monkton Priory CP School  
St Martins Road  
Monkton  
Pembroke  
SA71 4LS**



**Date Inspection Completed**

14/03/2022

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## About Monkton Priory Flying Start Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Dylan Lawrence
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	1 March 2017
Is this a Flying Start service?	Yes
Does this service provide the Welsh Language active offer?	No. This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service.

## **Summary**

Children are confident, happy and enjoy their time at Monkton Priory Flying Start Playgroup. They have a lovely sense of belonging and develop positive relationships and friendships. Children have good choices and have the opportunity to make decisions about what they want to do. Children's interactions are warm, and they express enthusiasm and enjoyment in their activities. They feel settled and safe, forming strong bonds of affection with care staff.

Care staff understand and implement policies and procedures well to keep children safe. They are qualified and are kind towards children, providing positive interactions to ensure they feel valued and happy. Care staff fully meet the needs of the children.

The children receive care in a safe, clean and secure environment. Care staff have identified and as far as possible eliminated unnecessary risks to children. There is sufficient space and facilities for children to play and learn. The environment promotes children's independence well and is well maintained and decorated.

People who run the setting manage a well-organised service. They ensure staff actively attend training and development. They manage recruitment processes well. People who run the setting organise care staff and follow their policies and procedures well in order to meet the needs of children. Partnerships are very good. English is the main language, however incidental Welsh is used. We have made five recommendations and these are listed at the back of the report.

## Well-being

Children are comfortable and relaxed at the setting. Children arriving at the setting are confident to leave their parents. They join in with the play activities as soon as they arrive. Children express enjoyment as they play with the various resources outdoors. For example, they show us how they explore their play area and make choices about what they play with. A child demonstrates how they use paintbrushes and water for mark making on the board. Children are listened to and their requests are responded to in a timely manner. For instance, during snack time a child's request for more toast was given to them straight away.

Children are familiar with the daily routines and this gives them a sense of security. They wash their hands before eating any food. They approach staff with ease to make requests, for comfort or reassurance. Children's interactions are positive and they are praised for their achievements and efforts. Children are polite and they practice using good manners. They are learning to share and take turns well. For instance, when playing outside, children take turns on the ride on toys, the see saw and share the small plastic vehicles.

Children enjoy their play and learning. Children are engaged as they take part in a focused session indoors, looking at, naming and matching a collection of animal pictures. They move freely from one area to another whilst playing outdoors.

Children are developing their independence skills to some extent. They attempt to put on their coat before home time, attempt to access the outdoor climbing structure independently and also have opportunities to be helper of the day. They use the toilet facilities independently and wash their hands afterwards. However, during snack time children have limited opportunities to further develop their independence. Children have a good voice, choosing where they want to play and how long for, as well as opting out of activities if they choose. We saw one child did not want to participate in the music and movement session and chose to complete a wooden puzzle instead. Children are learning to do things for themselves with lots of praise from staff.

## Care and Development

Care staff work together well to meet the needs of children well. They understand how to keep children safe and healthy. Care staff implement policies and procedures, and have reviewed the setting's procedures in accordance with the guidelines relating to Covid-19. Care staff have appropriate arrangements and training in place for safeguarding children. The safeguarding policy clearly sets out the procedure to follow when care staff identify a safeguarding concern, however does not show the procedure to follow if an allegation is made against a member of staff or the leader. Nearly all care staff demonstrate a clear understanding of the procedure to follow as outlined in the policy. There is a separate policy in relation to The Prevent Duty. The care staff receive the latest training on paediatric first aid. They hold regular fire drills, ensuring that everyone involved knows how to leave the site safely in an emergency.

Care staff understand their roles and responsibilities for keeping the children safe and healthy. Care staff ensure the outdoor equipment is dry and safe before children access the area. They also ensure children wash their hands before food, however we did not observe all staff washing their hands prior to assisting children at snack time. Care staff do not actively promote children's independence during snack time as they hand the snack readily served on plates and pour drinks for them. Care staff do not provide opportunities for children to help themselves to a drink during the session. Care staff use gloves and wear a face covering for nappy changing and are effective at sanitising the nappy changing area, however they do not wear a disposable apron for nappy changing.

Staff implement consistent behaviour management strategies. They intervene appropriately and calmly when children have a disagreement, *"It's ok. Look you have three (toy vehicles) and you have three too."* Care staff manage interactions in a warm, friendly and gentle way. They praise the children for their efforts with positive language, *"You're amazing! So clever"* and encourage them to be polite and say *"please"* and *"thank you."* They offer children opportunities to play regularly in the fresh air.

We saw care staff playing alongside the children and encouraging positive interaction. Care staff consistently praise the children and encourage them to play and work together. We heard interactions between care staff and children showing kindness and warmth. We saw care staff respond lovingly to the children; they cuddle, embrace and make sure they meet their basic needs.

## Environment

The environment is safe, clean and in good condition, which provides a safe and comfortable place for children to relax and learn. The setting is secure and locked. People running the setting maintain a good environment to improve children's experiences. The people who run the setting have identified risks and take action to reduce or remove these.

Risk assessments are in place and staff follow them. This ensures that care staff know which areas are not entirely safe for the children, such as the kitchen area, as well as the areas outdoors recently damaged by stormy weather. Care staff also check daily risk lists and keep a list of visitors to the setting. Emergency procedures, fire and good infection control measures are in place.

The setting is very suitable for children's play and learning experiences, and care staff make good use of these areas, offering a variety of experiences. The environment is light, bright and airy. The windows are open to ensure sufficient ventilation. At the setting, there is indoor and outdoor play space with easy access to toilet facilities. There is a secure area for the children to play outdoors. Play and learning areas have sufficient resources to ensure care staff can offer stimulating and exciting activities for the children.

The resources, toys and books are suitable, clean and in good condition, enabling staff to prepare activities confidently. People who run the setting and care staff display colourful children's artwork along with bilingual signage and labelling on displays. This gives the children a sense of achievement. The toys and resources are stored at children's height and drawers have a visual clue as to their content; promoting children's independence as they help themselves to these items. There is a wide variety of toys and resources, which include a role-play kitchen, reading books, jigsaws, farm animals and mathematical resources.

## Leadership and Management

People who run the setting are knowledgeable about existing childcare practices, and this is set out in the easily understood and comprehensive statement of purpose. They update their policies and procedures as required and share with all staff. This ensures that everyone is familiar with all the processes to follow.

The person in charge takes regular photographs of the children participating in their activities and these are shared with parents via an app. There is formal thematic planning, however no weekly plans are in place for focused tasks or activities for the areas of learning. There is a formal record of assessment in relation to the Foundation Phase Profile and they also use Flying Start assessments which determines the next steps.

Care staff are happy in their jobs and are aware of the management structure, and know who to contact if they need help. Parents told us that care staff were friendly and always willing to help. A completed quality of care review is in place and identifies ways for future development. However, the review does not include the views of all service users. We looked at care staff files and found checks had been made to ensure that they were suitable to work with children, including current DBS checks. We found that staff files were missing a medical declaration of health, however we were provided with evidence of this following the visit. The person in charge kept a register for both children and staff, however there was no record detailing the time care staff were present. This was put in place following the visit. Care staff present during the inspection worked well as a team, all of whom were aware of their roles and responsibilities and led the children appropriately. As a result, children love the care provided by enthusiastic staff.

The people who run the setting undertake regular and meaningful supervision sessions that support care staff with their role, learning and development and any performance problems that may arise. The person in charge organises staff appropriately to supervise tasks and activities effectively and support the children.

There are positive relationships with parents and other professionals. Parents told us that they were very satisfied with the service, *“The provision is brilliant. They’re absolutely amazing.”* Parents can talk to staff about their child's care when they bring or collect their children as well as through the app. The people who run the setting keep records of incidents and accidents and share these with the parents.



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

R1: Ensure children's views are included as part of the quality of care review

R2: Ensure all staff members wash their hands prior to assisting children at snack time

R3: Consider wearing a disposable apron for nappy changing

R4: Further promote children's independence at snack time and ensure access to drink is available throughout the entire session

R5: Further develop the safeguarding policy to include the procedure to follow if an allegation is made against the leader/staff member

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

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