



Inspection Report

Tongwynlais Around School Group

**Village Hall
Merthyr Road
Tongwynlais
Cardiff
CF15 7LH**



Date Inspection Completed

22/03/2023

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About Tongwynlais Around School Group

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	The Committee of Tongwynlais Around School Group
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] 21 September 2017
Is this a Flying Start service?	Manual Insert] No
Does this service provide the Welsh Language active offer?	This 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.

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

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

Summary

Children express themselves suitably. They feel safe, happy, and valued at the setting. Children are kind and caring, they are learning to take turns and co-operate with one another. They have some opportunities to develop their independence skills.

Overall, staff implement appropriate policies and procedures which promote children's health and safety. They understand and follow the setting's behaviour policy and manage interactions well. They are positive role models, showing warmth and kindness towards children.

People who run the setting ensure children are cared for in a clean, and secure environment. All staff are aware of their responsibilities in relation to the safety and welfare of children. Health and safety checks take place, although, staff do not always identify risks.

Overall, people who run the setting have adequate knowledge and understanding of their regulatory responsibilities. Following the inspection visit, they have implemented several changes, acting swiftly to address recommendations made. We, Care Inspectorate Wales (CIW) have noted one area for improvement and several recommendations at the end of the report.

Well-being**Adequate**

Most children express themselves suitably. We saw children ask and request toys out of storage facilities, with their wants recognised by staff. Children ask for staff members to sit next to them at lunch time, with their wants recognised.

Overall, children feel safe, happy, and valued at the setting. Children know the routine well and follow practices in place to keep them safe. For example, when walking to and from school to playgroup. Children are settled, they receive comfort and reassurance from staff. Most children are confident and happily engage with one another.

Children are forming relationships with one another and staff, they have a sense of belonging. Most children play nicely alongside each other, taking turns and co-operating. Some children are confident and ask questions to us (CIW). For example, "*Why are you not eating your lunch?*" Many children engage in conversation and interact well with one another. Some children are beginning to recognise feelings and are aware of others. For example, one child asked another "*What's wrong?*" when their friend appeared to be sad.

Children are interested in their play and learning. They enjoy an adequate range of opportunities indoors. Children initiate their own play from what is provided. For example, we saw children engaging in free play activities with small world, role play and adult led art activities. Children confidently talk about sizes of objects, one child stated "*this one is bigger... this one is even bigger*" when eating lunch and comparing the size of blueberries.

Overall, children have some opportunities to develop their independence skills. They access bathrooms, wash hands, hang up their coats and take responsibility for their lunches. There are missed opportunities for children to further develop their independence.

Care and Development**Adequate**

Overall, staff implement appropriate policies and procedures which promote children's health and safety. Appropriate hygiene practices are in place. Accident, incident, and medication forms are completed and shared with parents. Consent forms are in place for children. Records of allergy and dietary information are provided, but do not include detail. Children and staff attendance registers are in place. However, they did not keep a clear record of times children or staff attended or left the setting. During the inspection visit, a new system was implemented to ensure times are recorded. All staff attend regular training and have up-to-date certificates in paediatric first aid, food safety and child protection. Overall, they have a suitable understanding of safeguarding, including how to respond to child protection concerns. Prevent information is included within children's contracts.

Staff understand and follow the setting's behaviour policy and manage interactions appropriately. They are good role models, showing warmth and kindness. They get down to children's level and encourage children to "*be careful*" when playing. Staff diffuse situations by providing children with alternative toys or activities and give praise for their achievements. For example, we heard staff say, "*oh wow, you're on fire today*" and "*bendigedig*" when praising the group. Staff sit at the table during lunch and engage with children. Talking to each other, discussing their meals, including their sandwich fillings and treats. It is a time of positive social interaction. Staff support children in their play. For example, when playing with doctor's kit, staff asked children, "*is her heart beating?*", with children responding, "*it's bumping!*". Circle and group time provide opportunities for more structured learning with staff taking a lead and children joining in, for example when learning sounds and recognising letters.

Staff have a caring manner and enjoy spending time with children. They know children well and are aware of their development, with basic development reviews in place. Staff provide some play opportunities. However, they do not provide a varied range of opportunities or continuous provisions, in line with the Curriculum for Wales. Basic thematic planning is in place and staff adapt these plans. For example, on the day of our visit, children heard a siren whilst walking to the playgroup. Children consequently asked for fireman role play, which was provided. However, there is no record or evaluation of children's views included as part of the planning. Staff recognise when children may have additional needs or require more support. They work in partnership with the local school and parents to support and signpost as needed. A good variety of Welsh is spoken, used as part of circle time activities and through general conversations.

Environment**Adequate**

Overall, people who run the setting ensure children are cared for in a safe, clean, and secure environment. Staff are aware of their responsibilities in relation to the safety and welfare of children. Appropriate health and safety policies and procedures are in place at the setting. Visitors sign a visitor's book on arrival and departure. Basic written risk assessments are in place, which are checked daily, and generally staff follow them appropriately. Although some doors off the main hall were left open or unlocked, which could pose a risk if children gain access. Regular cleaning routines reflect suitable hygiene practices and infection control practices minimise any risks to children's health and safety. Safety checks take place, including regular fire drills. Boiler services have been undertaken although a copy of the service report was not available at the time of the visit. Following the inspection, the people who run the setting have confirmed they will ensure a copy of the service report is kept in their file at the setting.

People who run the setting ensure the environment has a suitable play space for children to access. In the main entrance a welcome board provides a variety of information. Off the foyer is the main play space, a large open plan hall. Due to low numbers of children attending the setting, a divider is used to limit access to all the hall. The divider displays a range of bilingual signs and learning resources, such as numbers, letters, and days of the week. The playgroup is a pack away service, which poses challenges for the people who run the setting, particularly in relation to resources and storage. Children have some resources available to them and are encouraged to ask what they would like to play with, they are unable to access items independently. People who run the setting provide children with an adequate range of age-appropriate resources and equipment; this could be further enhanced to provide more variety. At present, staff informed us children are unable to access the outdoor play space, as it is not safe.

People who run the setting ensure the resources and equipment are of a satisfactory quality. The setting provides children with hi-visibility jackets and walking straps when on the walk to and from school. The setting promotes a range of celebrations and have some resources which promote diversity. Toilet facilities are available for children to access, with equipment to encourage independence. Children can access their own belongings with ease from a wheeled trolley.

Leadership and Management

Adequate

People who run the setting have an up-to-date, satisfactory statement of purpose that reflects the service provided. Overall, people who run the setting understand their regulatory responsibilities. There are policies and procedures in place. We, (CIW) are told they are reviewed regularly, although dates do not reflect this. Some policies require amending to ensure they reflect current information. Following the inspection visit, policies have been updated. People who run the setting keep records in relation to children's contracts, permissions, and children's individual needs and this is generally well organised. Contracts have been updated to reflect changes in committee.

People who run the setting have submitted the Self-Assessment of the Service Statement (SASS) and have informed Care Inspectorate Wales (CIW) of significant staff changes, although not within the required timescales. A quality-of-care report is created annually which includes children and parents' views on the setting. It includes an action plan, relating to the management of the setting but does not consider other plans for the provision.

People who run the setting manage their teams adequately. Staff told us that they are happy at work and enjoy working as a team to support each other. Ad-hoc, informal meetings take place regularly, which provide opportunities for open discussions between staff and people who run the service. Regular supervisions take place. Staff appraisals have not been undertaken recently. This is an area for improvement, and we expect the provider to take action.

People who run the setting generally follow safe recruitment processes to safeguard children. They include references for all staff and disclosure and barring checks (DBS). However, one staff file did not include all regulatory information at the time of inspection. A new system has been introduced to ensure DBS checks remain current or staff are on the update system. Following the inspection, the people who run the setting confirmed all files are complete. Staff working at the setting are not all qualified in childcare, although they have many years of experience working and supporting young children. The people who run the setting confirmed some staff intend on undertaking childcare qualifications in the future. At present the person in charge is working within the staffing ratio to support and care for children due to the number of children attending being low.

People who run the setting are proactive in engaging with parents. Providing parents with daily information at handover and keeping them up to date with the use of private message and group message facilities. Children we spoke to are happy and enjoy attending the playgroup. People who run the setting have very strong professional relationships with the local school, further supporting children due to the consistency between staff who work in the school and within the playgroup. The setting engages with other professionals and access support as needed.

Recommendations to meet with the National Minimum Standards

- R1. Develop children's independence further within the setting
- R2. Ensure accurate and detailed records are kept of children's dietary needs
- R3. Ensure staff and children's registers includes times of arrival and departure
- R4. Develop a variety of play and learning opportunities across the setting
- R5. Develop planning to include children's interests and reflect their voice
- R6. Ensure all potential hazards are identified within the setting's risk assessments and that action is taken promptly to address them
- R7. Ensure boiler certificate checks are available on site at all times
- R8. Ensure staff qualification and percentage of qualified staff is in line with the national minimum standards (NMS).

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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29	The responsible individual must ensure all staff receive annual appraisals.	New
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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.

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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