



Inspection Report

Rhostyllen Playgroup

**Parish Hall
Vicarage Hill Rhostyllen
Wrexham
LL14 4AR**



Date Inspection Completed

15/06/2022

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About Rhostyllen Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Deborah Roberts Rhiannon Rowbottom
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	14 July 2021
Is this a Flying Start service?	No
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

This was a focused inspection undertaken to follow up priority action notices. We have therefore focused on the priority areas for this setting and not the full quality framework.

Children are happy and settled within the setting. They have close relationships with each other and staff, which helps them feel safe and valued. Children can make choices about how they spend their time, and they confidently explore the environment. Their independence skills are developing as they take part in a variety of experiences.

Staff are professional and happy in their work. They strive to keep children safe and promote a healthy lifestyle. They are kind, caring and interact well with children. They implement suitable routines, policies, and procedures. They plan interesting activities and at the same time allow children to follow their own interests.

People who run the service do so effectively. They review the quality of care provided annually. There have been improvements in the recruitment and induction process and in meeting regulations in relation to the content of staff files. People who run the service have a positive relationship with parents, and external agencies and work closely with them to meet children's individual needs.

Well-being

Children have many opportunities to make choices and decisions. They move around their playroom freely playing with water, play dough and small world sets. They access the outdoors as a group for play sessions in their own outdoor play area, and for outings in the local community. They choose from the play and learning resources available to them through a continuous provision. Children are happy to express themselves, as they know their ideas and opinions will be listened to.

Children are happy and have fun. They enjoy being with those who care for them and their friends. They join in with staff introducing a focus activity such as hand painting or completing jigsaws on the floor. They form warm relationships with staff and know the routines well which makes them feel secure, comfortable, and relaxed. A child settling in was keen to take part in activities but occasionally remembered it was their first day and needed reassurance.

Children play happily together, sharing their experiences as they play with the toy garage, or use crayons to draw whilst laughing, and chatting with their friends. They take turns and share resources well. All children are supervised well, a few receive additional support and are monitored closely to ensure they do not come to any harm. Most children respond well to instructions, for example the majority approached a staff member when they used a tambourine to get their attention at tidy up time. Nearly all children will sit quietly and listen to a story when asked to do so.

Children clearly enjoy their play and learning and benefit from a varied selection of opportunities. They are interested and fully involved in most of their activities. They select resources independently, for example, whilst sat at the mark making table, finding scissors, pens, and stickers to use. Children concentrate for an appropriate length of time in line with their age and stage of development. Children have some opportunities to enjoy the outdoors and their local environment. They play in the secure outdoor play area and in a nearby community park and field.

Children are developing their independence skills well, enabling them to do things for themselves. They are escorted to the toilets as they are located within a community building, however, they use the facilities and wash their hands independently. Children access resources with ease or will confidently ask or indicate what they need. At snack time they help by putting mats on the table and handing out drinking beakers. All children have a go at pouring their own drinks.

Care and Development

Leaders and staff have a good understanding of how to keep children safe and healthy. There are effective policies and procedures in place which promote children's health and wellbeing. Risk assessments are in place for the premises, activities, and outings, these contain appropriate information, however, it needs to include how individual children are being supported and the risk benefits of play and learning opportunities. A suitable number of staff have a play work qualification. Practitioners have attended safeguarding training and understand the procedures to be followed should they have any concerns about a child. They have current first aid training certificates, enabling them to deal with minor accidents confidently. There are suitable systems in place to record accidents, incidents, and the safe administration of medication. Practitioners provide a range of healthy snacks which are prepared hygienically.

Practitioners are kind and considerate with the children and deliver warm, nurturing care. They understand the children's needs and have suitable additional learning needs and behaviour policies to support this. Practitioners guide, encourage and praise children frequently for their efforts and positive interactions. They support children very well to make choices about their learning and help promote their self-esteem and self-confidence.

Play and learning opportunities promote children's learning and interests them. There are systems in place to track children's development and to identify the next steps. Practitioners work closely with external agencies and local schools, to identify, support and meet additional learning needs. They have one-page profiles in place for children receiving one to one support.

Environment

Leaders ensure the premises are suitable, well-maintained, secure, safe, and clean. Accurate records are kept of children's attendance as well as of any visitors to the premises. Leaders complete risk assessments identifying potential hazards to children and have measures in place to manage these risks. During the inspection process, leaders considered and added the benefits of risky play to the relevant risk assessments, for example activities in the park such as using climbing frames.

Leaders ensure the premises are welcoming and a child friendly environment. Children can use a suitably sized playroom, secure outdoor area and a community park and field next to their building. There is a variety of age-appropriate toys and resources available which are stored in low level storage units so children can reach them independently. Children's work is displayed on the walls in the playroom and in the community building corridor, which celebrate children's achievements and gives them a sense of belonging.

Leadership and Management

People who run the setting are experienced and well qualified. They have a statement of purpose which accurately describes the quality of care offered, and have embedded their policies and procedures in practice. All required risk assessments are in place to ensure all unnecessary risks to the health and safety of staff and children are identified and so far, as possible eliminated. Covid-19 impacted on the operation of the setting and led those who run the setting to adapt and use areas outside of the playroom and restrict the use of resources. The setting is now operating appropriately and meeting the needs of all children attending. People who run the setting reduced their hours of operation to four hours a day on a Wednesday, immediately after the previous inspection to comply with their conditions of registration and operation as a sessional day care setting. The setting is not permitted to operate as a full day care setting without a supernumerary manager and further changes in the statement of purpose. We discussed the need for those running the setting to inform Care Inspectorate Wales (CIW) of any changes in the operation of the setting. We asked for notifications to be sent in retrospectively to ensure online facilities could be used appropriately by those running the setting. We received several notifications and responses during the inspection process, and relevant documentation was successfully uploaded.

People who run the setting have completed an annual quality of care review, compiled a report in July 2021, and have submitted a self-assessment of service statement (SASS) for 2020 – 2021. All contained the required information. An updated SASS will be requested in February 2023. Those who run the setting are already putting systems in place to complete an annual review of the quality of care for the setting before the end of July 2022.

People who run the setting make sure they collect the relevant information on the suitability of staff. There was appropriate information available on one newly appointed member of staff and another who had left the setting recently. The setting is operating as a sessional day care provision, there is no need for a supernumerary member of staff. Previously, the setting had operated on one day a week, for more than four hours a day as a full day care setting, this is no longer the case.

Recommendations to meet with the National Minimum Standards

R1 To ensure children benefit from regular sessions in their outdoor play area.

R2 Risk assessments will need reviewing in order for them to be more specific in detailing how children are supervised as individuals, groups or as a whole. Assessments should refer to additional support for individual children, and the measures in place.

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
14	The registered persons are not compliant with regulation 14 (1) . The registered persons had not ensured there was a supernumerary manager.	Achieved
20	The registered persons are not compliant with regulation 20 (1) (b) The responsible individual must provide day care in such a way as to make proper provision for the care, education and supervision and where appropriate, treatment of relevant children.	Achieved

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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