



Inspection Report

Little Peeps Playgroup

**Oakdale Community Centre
Penrhiw Avenue
Oakdale, Blackwood
Caerphilly
NP12 0NH**



Date Inspection Completed

13/07/2023

About Little Peeps Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Person	Christine Mann
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	17 May 2018
Is this a Flying Start service?	Click or tap here to enter text. Yes
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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<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Adequate

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

Summary

Children have a strong voice, and most can communicate their wishes well. Nearly all children are confident, happy and enjoy their time at the setting. They show enthusiasm and excitement during their play. They are developing well and can take part in planned activities or follow their own interests. Staff are professional, well qualified and are confident in their role. They have a good understanding of how to keep children safe and healthy. Staff understand and implement the setting's policies and procedures well. They follow good hygiene practices and consistently remind children about keeping safe. Staff plan, carry out and evaluate activities effectively.

People who run the setting have effective measures in place to ensure the environment is safe and secure. They implement systems to ensure the environment is clean, welcoming, and well maintained. Staff set up and put away the resources each day and do this effectively. They offer a good range of high-quality resources, toys, and equipment.

The leadership and management of the setting is appropriate, and leaders work hard to maintain a good service. However, there have been times when they have not met the regulations, as they have exceeded their registered numbers. The leader is receptive to feedback and addressed this matter immediately. Staff feel well supported and enjoy their work. People who run the setting maintain the required policies, procedures, and records and have updated some further during this inspection. Parents are very complimentary, speaking highly of the staff and the care their children receive.

Children have a strong voice and communicate their needs and wishes confidently. All children can contribute ideas and make decisions about how they spend their time at the service. They move freely between the two adjoining play areas and choose what to do and who to play with. Children readily approach staff for assistance or to ask them to join in with their play as they know staff will listen carefully, show interest, and respond positively. Many children express themselves well as they choose activities, songs, and stories.

Children are content, happy and feel valued. They develop strong attachments with key workers. Children enjoy speaking with staff about their family and friends and looking at photographs that are put up. Children gain a sense of security from being familiar with the daily routines such as tidy up time and preparing for school. Nearly all children arrive very happily, and they are welcomed with smiles before excitedly going to play in their favourite areas.

In the main, children interact well together and are learning to share and co-operate. For example, three children worked together to build a road and bridge out of blocks. They then took turns to roll their cars along it. Children sit happily together at snack and to eat their packed lunch. They respond positively to gentle reminders from staff to use 'please' and 'thank you.' Most children relish the opportunity to play together. Children are learning to manage their behaviour appropriately. Where they display unwanted behaviour, they benefit from a positive and consistent approach from staff.

Children are active learners and happily engage in free play as well as staff led activities such as craft work and story time. They develop skills such as creativity, dexterity, and language. They engaged in their activities for a good length of time, and some were eager to talk about what they were doing. Children are curious and investigate the resources they use. For example, they enjoyed modelling with playdough, asking staff how it is made, and about the different colours, textures, and smells. Children squealed with laughter as they travelled to the 'beach' on the 'magic train,' engaging in singing and movement activities as they met with sea creatures on their journey.

Children are becoming increasingly independent because they have many opportunities to explore, develop and learn. Children are learning to respect their toys and to keep the environment safe for others, by tidying them away after they use them. They are also learning to care for themselves effectively by listening to reminders to 'be careful' and 'slow down.' They can access a drink and receive support to access the hygiene station to wipe their nose and dispose of tissues appropriately. Children are prompted to wash and dry their hands before they eat and to tidy up after playing. We saw that children gain a sense of fulfilment from completing these tasks independently.

Care and Development

Good

Staff are effective in keeping children safe and healthy. The setting has a good range of policies and procedures in place to support staff, including a safeguarding and additional learning needs policy and procedure. Staff understand their responsibility to be vigilant and understand the processes to follow to deal with any concerns they may have about children. They receive safeguarding training and keep up to date with all relevant guidance. Staff consider children's individual health and learning needs appropriately, providing care in line with their requirements. Leaders have reviewed and updated some policies such as taking children to school and transporting children. Others, such as the additional learning needs policy and providing food, still contain out of date legislation. Staff effectively record, maintain and review accident, incident, and medication records.

Staff interact very well with children and build positive relationships with them. They are warm, kind and offer reassurance to children when needed. For example, we saw a child looking for and receiving support from a staff member to climb the steps of the slide. Staff understand the behaviour management policy and implement positive behaviour management strategies well. Staff praise and reinforce positive behaviour at every opportunity for example, when children help tidy up or share a toy successfully. Staff support children to become responsible for their own behaviour. For example, a staff member explained clearly to a child how to manage their emotions as they began to display frustration. The child calmed down successfully and listened and then happily went off to continue in their play.

Staff are very familiar with the children in their care and treat them with respect. They support children to speak and express themselves, as they respond to their questions and requests. For example, staff made circle time very interactive, with many children responding to questions and excitedly recalling things they had learned. Staff conduct regular observations of children, which supports their understanding of each child's individual needs. They use this information to support children to progress in their development and to support transition to school. Staff provide exciting and engaging activities and opportunities that promote a wide range of skills and experiences. They are currently implementing a new method of planning and monitoring children's development, in line with the Curriculum for Wales. Staff encourage children to follow their own interests and support this. Some staff members use incidental Welsh and there are some bi-lingual displays and signage around the setting. Staff plan activities to promote a diverse cultural environment.

Environment

Good

Leaders ensure the environment is safe and secure. They have risk assessments in place that cover most areas of the setting and activities. These support staff to provide care in a safe environment. Staff complete daily risk checklists to identify any additional risks daily. Leaders have reviewed some risk assessments further during this inspection. People who run the setting provide a secure entrance and an effective procedure to welcome children in each day. Staff keep records of all visitors to the setting. Leaders liaise with the managers of the building to monitor that the required servicing of gas, electric and fire systems is in place. Staff carry out fire drills on a regular basis, to ensure they are confident in evacuating the building in an emergency.

Leader ensures the premises are clean, welcoming and provide suitable facilities for the care provided. The play areas provide sufficient space for children to play and learn. Leaders set up play areas well daily. They put out resources within children's reach, supporting choice and independence. The furniture and equipment are age appropriate, and child sized. Leaders have recently laid washable floor surfaces in some areas, to allow for messy activities to be cleaned up appropriately. Carpeted areas with seats and cushions provide for reading, relaxation, and reflection. There is a well-equipped outdoor area. Leaders have installed an external doorway so that children can access it directly from the playroom. This offers good facilities for children to receive regular fresh air and exercise and compliments the indoor play areas. Children really enjoy playing in this area.

People who run the setting ensure that resources and equipment are plentiful and of good quality. They are clean and well maintained. Children access tables and chairs of a suitable size. Children access resources which are appropriate for their stage of development and promote their curiosity and discovery. They use items such as blankets and seating imaginatively to build themselves dens. A group of children played 'doctors' for a sustained period, making a 'surgery' out of resources available to them. In the outside area, resources are plentiful and interesting, including a large outdoor kitchen, tables, and chairs, balancing resources, and many opportunities for messy and physical play. Staff provide a very good range of resources that reflect a diverse society.

Leadership and Management

Adequate

Leaders are very experienced and keen to provide a safe, flexible, reliable service for children and their parents. There is a clear statement of purpose that outlines how the setting operates. Leaders are relatively well organised and ensure that procedures are in place to support the operation of the setting. Leadership and management are effective in most areas but there have been times when the regulations have not been complied with regarding operating within their registered numbers. This is a serious matter, but leaders took immediate action to ensure compliance. Therefore, Care Inspectorate Wales (CIW) has not taken any further action at this time. Leaders have recently updated some policies, procedures, and documentation to ensure they are robust and reflect how the setting cares for children safely and in line with current legislation. They are in the process of reviewing others, such as the additional learning needs policy.

Leaders have appropriate arrangements in place to monitor the care they provide, and they evaluate many aspects of the service well. However, they do not always successfully identify improvements that are required within the quality of care review process. Leaders are committed to ongoing progress and addressed nearly all the issues identified at this inspection promptly. The setting is accredited by the Caerphilly Early Years Quality Standards and works with the local authority to achieve this.

Leaders recruit and employ staff safely. Many staff have worked at the setting for several years and work very well as a team. They nearly all have a childcare qualification. Leaders maintain staff files well and have all required checks and information. Staff receive a thorough induction and are clear about their responsibilities. Leaders provide good daily support to the staff team and have regular meetings to discuss their needs and aspirations. Staff told us they feel supported by the management, enjoy their job, and have regular training to keep their knowledge updated.

Leaders are committed to working with others to provide an effective service for children. They work closely with parents when making decisions about their child's well-being and keep them well informed and updated. They have established good systems of communication and an electronic app to share photographs and key information with parents. CIW received very positive feedback from parents regarding the setting. Leaders have established useful links with the local authority Flying Start service and are working with them to provide places for their scheme. They also provide care in line with schemes such as Gold Healthy Snack Award and are completing the Healthy and Sustainable Pre School Award. They receive support from numerous agencies regarding meeting the individual needs of children. Staff liaise closely with schools to ensure the smooth transition between services.

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)
	No NMS Recommendations were identified at this inspection

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 the annual review of the service effectively identifies any improvements that are required, to keep the setting up to date with current practices.
Continue to review policies where necessary, to reflect recent changes to legislation
Review the food policy to clearly outline how allergens in food are monitored and how food is provided safely to children.

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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