



## Inspection Report

**Croesyceiliog Playgroup**

**The Annexe  
Woodland Road Social Centre  
Croesyceiliog  
Cwmbran  
NP44 2DZ**



**Date Inspection Completed**

04/06/2024

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## About Croesyceiliog Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Person	Adele Maclean
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	14 July 2023
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	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.

<u><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Adequate</b>

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

### **Summary**

Children are happy, settled and can make decisions about how they spend their time at the setting. They are developing warm and positive relationships with their friends and staff. Routines and activities encourage children to develop, learn and enable them to follow their own interests.

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. Staff are attentive, gentle, and nurturing towards the children. They support children's development, enabling them to follow their own interests. Staff assist children with additional learning needs extremely well.

The environment is secure, clean, and welcoming. Leaders ensure there are appropriate systems in place to maintain a safe environment. There is a good range of open-ended, authentic toys and resources in the play space to promote children's holistic development. Leaders ensure children have access to the outdoors via accessing the local park and the nearby fields.

Leaders are committed to running a quality provision and have taken suitable steps to address all previously identified non-compliance and many of the recommendations. There are a suitable range of policies, procedures, and documentation to support staff in their roles. Staff are happy at the setting and feel supported by leaders. Relationships with parents are good.

## Well-being

Good

Children are happy, settled and make decisions about how they spend their time. They choose from the fun activities and toys on offer, following their own interests. For example, a child was playing with the baby dolls noticed two children were playing a game matching letters together. The child joined the game taking her baby doll with her in her arms to also play along. Children express themselves confidently. They are listened to. We heard lots of conversations between children and staff, talking about family pets, swimming lessons, weddings and the arrival of a new baby brother or sister. They engage in the excitement together, which makes them feel valued and promotes their self-esteem.

Most children arrive at the setting happy to see staff and their friends. Children who are new to the setting are given extra support by staff whilst they get to know the new environment. Children know the daily routines well, which helps them feel settled and at ease in their surroundings. For example, they confidently participate during key routines such as snack time and registration time, counting and story time activities.

Children behave and interact well for their ages and stages of development. They have warm and positive relationships with their peers and staff at the setting. They happily play alone, alongside their friends or together as they learn to share and work together. For example, children building a castle out of wooden blocks, suggest building a bridge to add to their castle. They work together to find materials such as blue sheets to create the water under the bridge. Children are beginning to understand the needs of others and consider their friends feelings. We heard one child remind staff to give another child a hoop to play with during the group activity.

Children thoroughly enjoy their play and the activities on offer. They develop a range of skills as they explore their play spaces, engrossed in their chosen activity. We saw children picking up different books, puzzles and mark making with dabbers. Children immerse themselves during their play experiences. For example, children freely use the many musical instruments available to them, enabling them to be creative and express themselves.

Children have good opportunities to develop their independence. They follow their own interests for extended periods of time which allows them to consolidate skills and make decisions. Children learn to do things for themselves, such as helping to pour their own drinks and spread butter onto their crackers at snack time. Children are encouraged to tidy away their toys at given times. Most children are confident at washing and drying their hands, while others ask for support when needed.

## Care and Development

Good

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. The setting has a range of suitable policies and procedures to guide staff and outline expectations. Staff have a good knowledge of safeguarding and the procedures to follow in line with the setting's comprehensive safeguarding policy and procedures. They are aware of their duty to report any concerns. Staff implement appropriate procedures to support children when recording and reviewing accident, incident, and pre-existing injury forms. These are shared with parents in a timely manner. Staff implement appropriate procedures to support children when administering medication or managing children who have allergies and intolerances.

Staff mostly follow and promote good hygiene practices. For example, staff consistently follow the nappy changing procedure. Children are supported to wash their hands after having their nappy changed, embedding good hygiene routines from an early age. However, some practices observed were not in line with infection control guidance. For example, staff do not wear aprons when preparing food. Staff provide children with an appropriate range of healthy snacks. Parents/carers are required to provide a healthy lunch box. Staff ensure mealtimes are relaxed, social and enjoyable experiences, where opportunities for children to talk about their day are encouraged.

Staff interact very well with the children and build positive relationships with them. They are attentive, warm, patient and offer reassurance when needed. Staff implement a positive approach to behaviour, frequently praising and reinforcing positive behaviour in line with the setting's behaviour management policy. For example, two children became a little excited, kicking their legs and jumping around. A member of staff gently reminded the children they were in the quiet area. The children stopped immediately, as they are familiar with the setting's rules.

Staff know the children well. They carry out regular observations of the children to enable them to track their progress and identify their next steps. However, staff do not routinely record children's individual next steps in the planning document, to ensure all staff are aware and they are actioned. Children with additional learning needs are supported well. They have clear plans in place, which are reviewed in a timely manner. Staff plan a range of play experiences based on children's overall interests and seize opportunities for in the moment learning. For example, children playing with the water, decided to build a fish tank. The staff member talked to the children about what they might find in a fish tank and children shared if they have a fish tank at home. They were encouraged to collect various items from around the playroom to place in the fish tank, which was then proudly displayed for all the children to view.

## Environment

Good

Leaders ensure the setting is safe, clean, and secure. There are effective practices in place to accurately record visitors, staff and children's time of arrival and departure. Leaders have beneficial measures in place to maintain the safety of the environment, including carrying out regular fire drills, thus ensuring staff and children know what to do in the event of a fire. Leaders have devised a few detailed written risk assessments and a check list. These mainly focus on routines which take place outside of the setting such as the walking bus to the local school and access to the local park. However, not all aspects of the setting are supported by a written risk assessment such as activities freely available to children. For example, loose parts play.

The environment offers good facilities to care for children. Leaders ensure the setting is equipped with high quality and suitably sized furniture for the age of the children. The layout of the environment helps children to move around the space freely. Leaders use the space flexibly to ensure children have opportunities to experience large physical play. They move furniture to the side to create a large space for group games to take place such as playing with balls and hoops. Children's self-help skills are promoted by them being able to access toilet facilities, with minimal support from staff. The nappy changing area supports children's privacy and dignity. Should children wish to rest or have some quiet time there is a dedicated space with soft furnishings and a low-level child's size sofa for comfort. Displays decorate the walls which capture children's experiences in photographic form and celebrate children's individual art creations. The setting does not have access to a secure outdoor area. However, leaders ensure children are provided with daily opportunities to get outdoors and enjoy the benefits of fresh air and physical exercise via access to the local park and the nearby fields.

Leaders provide a good range of open-ended resources and toys which are of good quality. Real-life, natural, re-purposed and recycled items are used to enhance and support children's play experiences across all areas of the environment. For example, loose parts available include pinecones, shells, sticks, conkers, and cotton reels promotes creativity and curiosity. Real life experiences are mirrored by using resources such as empty cereal packets, shoes and bags placed in the home corner. Resources are organised and displayed attractively on low level shelving units, so they are easily accessible and inviting to children.

## Leadership and Management

Adequate

Leaders are motivated to provide a quality service to the children and their families. They have taken suitable steps to address all previously identified non-compliances and many of the recommendations. A detailed statement of purpose provides parents with the relevant information about the setting, so they can make an informed choice. There are a suitable range of policies, procedures, and documentation to support the running of the setting. Following the inspection, leaders took action to review and amend some of the policies to ensure they reflect the setting, current practice, and legislation. Therefore, providing staff with clear guidance to support them in their roles. Documents such as children's contracts are signed and exchanged with parents prior to the children starting at the setting. Key information is sought to support the child's experiences at the setting. Communication is sufficient. Leaders hold informal team meetings and daily updates are shared with staff regarding key messages. Leaders guide staff in their roles and responsibilities and problem solving is encouraged as a whole team approach. This facilitates a process of learning together, identifying and addressing areas for improvement. Leaders keep Care Inspectorate Wales (CIW) informed of significant events which take place at the setting. Leaders are aware of their responsibilities to undertake self-evaluation procedures. They seek the views of parents, but do not currently include the views of children or other professionals as part of their review. As part of the process, they produce a report which includes a basic action plan. However, they do not reflect on past identified actions. Leaders understand their responsibilities to ensure staff are recruited safely and all suitability checks are completed. Staff have up to date job descriptions and contracts defining their roles and responsibilities. New staff undertake a suitable induction process. Staff are suitably qualified and nearly all staff have completed the required mandatory training, including safeguarding and paediatric first aid. Additional training is also undertaken in partnership with the Local Authority. Regular supervisions and annual appraisals are carried out with staff. Staff we spoke to were very complimentary about the leaders of the setting and shared how they feel supported in their roles.

Staff have good relationships with parents. They keep them informed of their child's experiences at the setting. Parents we spoke with were highly complementary about the setting. They told us, the leaders at the setting along with the staff were very approachable and supportive. Sharing how their children are having a positive experience at the setting and how they feel supported as a parent/carer.



### 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
28	The registered person must always ensure all required suitability checks on staff employed have been carried out prior to appointment at the setting. The registered person must be satisfied that staff employed have the appropriate skills and are suitable to work with 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
30	The registered person must ensure that records are accurate, and information is appropriately recorded. Medication records must include the appropriate detail and permissions. All accidents need to be appropriately recorded. The registered person must ensure there is a record of the staff who are looking after each child at any given time. The registered person must ensure that appropriate procedures are in place and followed by staff to maintain accurate records to safeguard children's health and safety.	Achieved
31	The registered person must inform CIW of any significant events which impacts on the welfare of the children at the setting within the appropriate timescales.	Achieved
22	The registered person must ensure child protection procedures are fit for purpose and that all staff are confident to implementing them, to ensure children are safeguarded.	Achieved

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 24 - Safety	Ensure risk assessments consider all areas and all activities.
Standard 18 - Quality assurance	To develop the quality-of-care review to ensure it is captures a full review of the setting and is used to shape future developments.
Standard 10 -	Ensure infection control practices are followed in line with guidance.

Healthcare	
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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)
To ensure children's individual next steps are linked to the planning.

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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