



Inspection Report

Cefn Glas Playgroup

**Westward Community Centre
Llangewydd Road
Cefn Glas
Bridgend
CF31 4JR**



Date Inspection Completed

09/10/2024

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About Cefn Glas Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Fast Track Childcare Solutions Ltd
Registered places	28
Language of the service	English
Previous Care Inspectorate Wales inspection	19 November 2018
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

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

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

Summary

Children enjoy their time at Cefn Glas Playgroup. They are happy and settled. They have a good voice and can make choices and decisions about how they spend their time. Children are safe and develop positive relationships with staff and each other. They have good opportunities to learn and develop.

Staff promote children's health and safety successfully. They are kind and caring and interact in a warm and respectful manner with children. They provide a play-based provision which allows children to play and learn in ways which interest them.

Leaders ensure they care for children in a safe and secure environment. The playroom is large and bright with lots of space for children to move about freely and access a good range of toys and resources independently. Children can access the outdoor area directly from the playroom which offers further secure play opportunities.

Leaders have a good vision for the setting and are committed to providing quality childcare. They are reflective and respond positively to feedback from others. They have a suitable system for monitoring and reviewing the quality of their provision. Leaders and staff develop strong relationships with parents and other professionals such as the health visitor.

Nearly all children are happy, settled and comfortable. They have lots of opportunities to make choices about what they do. For example, they choose between the craft activities on offer or free play activities or whether to play inside or outside much of the time. Children become confident communicators as they know staff will listen to them and respond. They make warm, positive relationships with staff and many choose to play where staff are, chatting happily to them.

Many of the children attending during the inspection visit were relatively new and nearly all cope well when separating from parents and carers showing they settle quickly. Those that need a little extra support readily seek out staff for cuddles and comfort and are soon smiling and playing. They know they can return to their chosen staff member when they want, showing they feel safe and valued. Children quickly become familiar with the routines of the session such as circle or snack times which helps them develop a sense of security and belonging.

Children behave well in line with their age and stage of development. They are beginning to develop important social skills such as taking turns and sharing. Most children play alongside others, some are beginning to play together. We saw a child ask another who had been a little upset if they wanted to come and play. Children benefit from kind, caring staff and respond well to encouragement and praise to share, take turns, or change their behaviour such as when asked to use 'walking feet'.

Children enjoy their play and learning. They are free to explore their environment and can explore a good range of toys and resources both inside and outside for extended periods. Children are busy, curious learners who are enthusiastic in their play. Most also enjoy joining in with adult-led or group activities although the timing of these can occasionally interrupt their chosen play. Children who do not want to join a group activity are free to choose not to.

Children learn and develop well. The activities and experiences offered to them support their all-round development including their social and emotional development. Children develop skills, concentration and perseverance as they engage in activities such as building with large blocks, playing with the train track, using scissors or climbing on large apparatus. They develop confidence in their decision making as they decide what they do independently and have opportunities to develop self-help skills that allow them to do things for themselves successfully. For example, washing their hands or attempting to change their shoes for wellies.

Care and Development

Good

Staff work effectively to keep children safe and healthy. They understand their responsibility to protect children. Leaders and staff demonstrate a secure understanding of the procedures to follow should they have any concerns about children although some were less familiar with what to do should an allegation be made against a leader. Staff consistently record children's attendance and accurately complete accident and existing injury forms. They follow good hygiene procedures in relation to nappy changing as well as food preparation and serving, ensuring they clean tables and children wash their hands before eating. Staff are aware of allergies and food preferences and implement suitable systems to ensure they keep children safe although the system for collecting this information does not record sufficient detail. Staff encourage healthy eating and provide a variety of healthy food and drinks for snack such as fruit. They ensure children get plenty of opportunities to play outside in the fresh air which further contributes to a healthy lifestyle.

Staff interactions with children are consistently good quality. They speak to children and each other respectfully and are very good role models. Staff offer lots of praise and encouragement and model language such as please and thank you. They use positive strategies to promote and reinforce good behaviour. For example, we heard staff thank children when they were kind, ask them to use walking feet rather than to stop running and offer praise when they persevered to use scissors. Staff create a calm and relaxed atmosphere which contributes to children's developing confidence and self-esteem.

Staff meet the needs of children effectively. They are responsive and take opportunities to extend learning and thinking as they arise. They provide a play-based provision where children can follow their own interests and lead their own play for much of the time. Staff are successfully developing their provision to be more child-led and open-ended in line with current curriculum guidance. Alongside this they plan activities to further support learning although occasionally these can be a little prescriptive. They also provide beneficial activities to support social and emotional development through a recognised programme. During circle time staff support children's use of the Welsh language through activities such as counting and singing. However, we did not hear much Welsh used at other times in the session. Staff track children's development and are alert to any who may have additional learning needs (ALN). They follow the ALN Code of Practice and work well with parents, their group ALN coordinator and outside agencies such as the local authority and health visitor to identify and support any children in their care with such needs. They follow appropriate individual development plans and plan short enhanced learning sessions.

Environment**Adequate**

The setting operates from a community hall which is safe, secure and suitably clean. Staff ensure they lock the external door once children have arrived. They consistently record visitors to the setting. Leaders are very aware of safety considerations. They carry out daily safety checks and have a range of suitable written risk assessments in place which they review annually. The people in charge of the building maintain it to a satisfactory standard and carry out most safety checks and maintenance work in a timely manner. Leaders have confirmed that since the inspection visit, they have put in place a log so they are aware when relevant checks are carried out. Leaders ensure they carry out and record termly fire evacuation procedures with children receiving a certificate to say they took part.

The community hall is large, and staff set up and pack away the provision daily. Leaders and staff work hard to overcome some of the limitations this can cause and, in the main, succeed well. They provide a good variety of play and learning areas around the hall such as a book area, a builder's tray with sensory materials, and a block area. The layout allows children lots of space to move around freely and play. Staff ensure resources and equipment are set out and displayed at child height which enables children to access them independently. Some display boards are available for the setting to use, and staff are in the process of developing these. Suitable toilet facilities are available, and the nappy changing station is situated where it enables staff to protect children's privacy and dignity. Children can access a secure outdoor play area directly from the hall. This provides well for physical play and has other facilities such as a covered play area and a large mud kitchen area although we did not see these set up on the day of our visit. Leaders told us this is unusual but staff circumstances on the day had not allowed for it.

Leaders provide plentiful, good-quality resources that are suitable for the children using them and support their play and development. Overall, the environment is interesting for children and provides resources they can use imaginatively and flexibly. For example, large blocks, natural materials such as pumpkins and leaves, and a light table with large shapes to move around and explore.

Leadership and Management

Adequate

Leaders are very caring and have a good vision for their setting. They are committed to providing high-quality childcare. Leaders are good role models for staff and work effectively with them to meet children's needs. Overall, leaders complete paperwork to a good standard and regularly review documents. There is an informative statement of purpose which is useful for parents. There is a good range of detailed policies and procedures to support the smooth and safe running of the playgroup although some need amendments to ensure they reflect current guidance and legislation. Leaders have not fully understood their responsibility to notify Care Inspectorate Wales of changes or events at the setting such as staff changes or changes to the statement of purpose. We have highlighted this as an area for improvement and we expect the provider to take action.

Leaders seek the views of children, parents and staff to inform their annual review of the quality of care they provide. They produce a report of their review which offers some evaluation of their setting and identifies broad areas they would like to develop such as parents' evenings and reviewing policies.

Leaders implement suitable recruitment procedures to safeguard children and ensure staff are suitable to provide care for them. However, not all required documentation was available in staff files during the inspection visit. Since the visit, the responsible individual has confirmed that all files now contain the required information. She ensures staff have up to date mandatory checks and training such as paediatric first aid and safeguarding. Leaders support staff through regular supervision and appraisal meetings. Staff we spoke to said they enjoy working at the nursery and feel well supported. Leaders ensure they meet staffing ratios and deploy staff well to support children effectively.

Leaders develop good partnership working with other professionals such as the health visitor, local authority advisers and staff from their wider group of sister settings. They and staff develop strong relationships with parents and carer. They gather relevant information and parental permissions before children start at the setting to ensure they can meet children's individual needs. They keep parents informed about their children's progress. Parents we spoke to were very happy with and highly complimentary of the service they and their children receive.

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.

Area(s) for Improvement

Regulation	Summary	Status
31	The provider must ensure they notify CIW of all events and information as set out in regulation.	New

	They must ensure they are fully aware of what these are and how to do this.	
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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)
Standard 18 - Quality assurance	Ensure all policies, procedures and document are kept fully up to date with all relevant information, guidance and legislation and staff remain familiar with them.

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)
Develop a system for recording more detail such as signs, symptoms and remedies should children have any allergies or on-going health needs.
Further develop use of incidental Welsh throughout the session to support children's understanding and use of the Welsh language.
Further develop the quality of care review to be more evaluative of outcomes for children and better inform an action plan for setting developments.

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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