



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Broad Haven Playgroup
Village Hall
Marine Road
Broad Haven
Haverfordwest
SA62 3JS**

Date of inspection: January 2019

by

Care Inspectorate Wales (CIW)

and

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Broad Haven Playgroup

Name of setting	Broad Haven Playgroup
Category of care provided	Full Day Care
Registered person(s)	Claire Nicklin
Responsible individual (if applicable)	
Person in charge	Erin Watkins
Number of places	19
Age range of children	2-4 years
Number of children funded for up to two terms	2
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday 8:30-1:00
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	No
Welsh Language Active Offer	Working towards providing the active offer
Date of previous CIW inspection	14/03/2017
Date of previous Estyn inspection	00/10/2011
Dates of this inspection visit(s)	29/01/2019
Additional information	

Summary

Theme	Judgement
Wellbeing	Adequate
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	No judgement applied
Care and development	Adequate
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Adequate
Environment	Adequate
Leadership and management	Adequate

Non-compliance

We notified the provider that the service was not compliant with the following regulations:

Regulation 31 (1) because leaders had not notified CIW of events stated in Schedule 4 of the regulations.

Regulation 29 (3) (a) because leaders had not provided all staff members with effective supervision and appraisals.

Regulation 25 because leaders had not fully considered the risks.

Regulation 28 (2) (b) (ii) because there was not full and satisfactory information or documentation available in relation to the person in charge.

A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the registered person to take action to rectify this and it will be followed up at the next inspection.

Recommendations

- R1 Plan effectively to enable children to use their skills independently across the curriculum and to take responsibility for their own learning
- R2 Use information from assessments to plan the next steps in children's learning effectively
- R3 Ensure that leaders act on findings from the setting's self-evaluation procedures to improve the provision and children's wellbeing and outcomes
- R4 Ensure that all practitioners implement all the setting's policies and procedures consistently
- R5 Promote children's privacy and dignity and follow good hygiene practices when nappy changing or toileting

What happens next

The setting will draw up an action plan to show how it is going to address the recommendations. Estyn and CIW will monitor the setting's progress.'

Main findings

Wellbeing: Adequate

Nearly all children are settled and are comfortable with the practitioners. They arrive happily and cope well with separation from their parents. Children smile at practitioners and hold their hands as they receive reassurance and a welcome. They approach practitioners confidently when they need comfort.

Nearly all children communicate well with each other during free play and show great enjoyment. For example, when children are disagreeing and pushing each other, a child intervenes and comforts the child saying 'Give me a cuddle, come here'. Most children are animated and sustain interest for appropriate amounts of time within their chosen activities during free play, for example when tapping nails into wood with a hammer and when painting. However, not all children are positively occupied during structured activities. One child imitated a snoring noise, whilst another was sitting in the reading area showing very little interest in choosing and looking at a book.

Most children behave well and show respect for others. They wait their turn and share equipment appropriately with each other, for example when taking turns to place blocks on top of each other. A majority of the children are forming friendships and show an awareness of the emotions of others. A few children struggle to share when resources are limited, for example when playing with the toy till. Nearly all children follow instructions from practitioners well, such as tidying, hand washing and sitting at the table.

Nearly all children make good choices about their play and learning during free play and confidently choose what to play with both indoors and outdoors, for example when playing in the mud kitchen and mark making using chalk. However, very few children contribute their ideas for activities or choose what they would like to do during group sessions. For example, all children state that they want to learn about colours during small group time, and during snack children want more toast. This is not always acknowledged.

Children's independence is developing appropriately. Nearly all children wash their hands independently and around half put their own outdoor clothing on. Many children are beginning to spread butter with support and all children clear their plates independently after snack. However, very few children have the opportunity to wipe their own nose and put on their own painting aprons.

Nearly all children make satisfactory progress according to their stage of development. They take part in appropriate activities but do not have sufficient opportunities to develop and explore new ideas and materials independently. For example, children do not have continuous access to a range of resources.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): No judgement applied

There is no report on children's learning. This is because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

Care and development: Adequate

Most practitioners manage children's behaviour well. Overall, they are good role models and speak to children kindly, calmly and in a positive manner. Practitioners consistently remind children to share toys and to be kind to each other. They make skilful use of 'golden rules' to reinforce positive behaviour and ensure children understand these by referring to visual representation of the rules in the form of a display. Practitioners praise children regularly for their efforts, for example by congratulating them on their 'beautiful singing voices' during a singing activity.

Practitioners use purposeful questioning within structured activities, which has a positive impact on the children's development. For example they encourage children to count the number of colour cards during small group time. However practitioners frequently limit the opportunities for children to develop their creative skills independently as activities are often adult led.

Practitioners encourage and promote healthy lifestyles appropriately. They provide children with healthy food and encourage them to follow safe hygiene processes, such as washing their hands before eating. Nearly all practitioners practise effective hygiene procedures when dealing with food and have up to date food hygiene training. They wear protective clothing to prepare and serve food and keep a daily log of the fridge temperature. They provide a variety of healthy snacks including fruit and vegetables and encourage children to drink milk or water. Practitioners encourage children to keep hydrated and they access the water station independently to obtain a drink as they play. However, only a very few practitioners follow good hygiene procedures in relation to hand washing after assisting children with wiping their noses or when nappy changing. Practitioners do not always ensure children's privacy is respected during toileting.

Practitioners supervise children appropriately. For example, they ensure that children leave with a recognised parent or carer at the end of the session. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Nearly all practitioners have an appropriate understanding of safeguarding procedures and have attended safeguarding training. However, their understanding of the policy and procedures for recognising signs of radicalisation and extremism is less well developed.

Nearly all practitioners have current first aid certificates but do not always follow policies when responding to children's accidents or health needs. For example, parental consent is not in place for administering medication, which is not in line with the medication policy.

Practitioners are proactive in ensuring that children are fully aware of fire procedures and practise fire drills regularly.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Adequate

The setting provides a suitable range of learning experiences that engage most children appropriately across all areas of learning. Nearly all practitioners are good role models and support children to develop respect for others and a sense of right and wrong effectively.

The setting provides worthwhile opportunities for children to develop their communication and literacy skills. Nearly all practitioners support children to join in with conversations and ask appropriate questions. They provide a range of beneficial opportunities for children to develop their understanding of writing for different purposes effectively. For example, they provide note pads and order forms in the role-play hardware shop. Practitioners provide children with suitable opportunities to develop their numeracy skills including counting and recognising shapes and patterns. For example, they encourage children to count the number of plates at snack time. However, practitioners do not always match the activities to meet the needs of the children effectively enough. As a result, focused tasks are often too advanced for around half of the children and do not build progressively on children's existing skills.

Practitioners plan appropriately to develop children's information and communication technology (ICT) skills through a suitable range of activities. Children enjoy playing with battery operated toys such as phones and a toy till and a few take photos of their friends using a tablet computer confidently.

The setting supports children's Welsh language development appropriately. Around half of practitioners are developing their confidence in using Welsh and model the language suitably, for example by encouraging children to count, sing and use common words and phrases. However, this is not reinforced consistently enough by all practitioners. In general, practitioners plan worthwhile opportunities for children to learn about their Welsh culture and heritage. For example, they wear traditional dress and make Welsh cakes as part of their St David's Day celebrations.

Practitioners plan interesting activities that develop children's physical skills well. For example, they support them to compare the size of nails as they hammer them into a large piece of wood. Practitioners also provide effective opportunities for children to learn to care for living things, for example by growing plants such as strawberries and sunflowers and through observing worms and woodlice in the garden.

The setting uses visitors successfully to enhance the curriculum, including the local fire service and members of the 'knit and natter' community group. Children also have worthwhile opportunities to learn from visits within the local area. For example, they visit the beach to build sandcastles and make marks in the sand.

Nearly all practitioners have an appropriate understanding of foundation phase practice. They explain things clearly, model activities and question children effectively. Practitioners combine focused tasks with children's free play appropriately. However, the over use of adult led activities and routines limits the opportunities for children to apply and develop their skills and interests across the curriculum.

The setting has effective assessment procedures. Practitioners observe children's learning regularly and identify what they can already do during their first few weeks in the setting. However, they do not use this information effectively to build on children's individual skills and interests progressively. As a result, practitioners regularly plan activities that are too difficult for around half of the children. This has a negative impact on children's learning and levels of wellbeing.

Environment: Adequate

Overall, leaders ensure that children are safe and secure. The entrance door is locked and no visitor can access the setting unless admitted by a practitioner.

There are effective systems in place to ensure that safety checks are undertaken as required. For example, the safety checks on portable electrical appliances, the heating system and fire equipment are kept up to date. Although practitioners complete daily risk assessment checklists, they have not identified all hazards. For example, they have not risk assessed the use of carrier bags in the role play area.

The premises provide a satisfactory learning environment. The hall is set up and packed away on a daily basis and leaders effectively ensure that the premises are clean, tidy and well maintained. They provide ample space for children to play and move freely during free play. Practitioners work together well to arrange the resources and toys to create beneficial learning and activity areas for the children. These learning areas are inviting and organised appropriately to satisfy children's interests and promote their literacy, numeracy and ICT skills suitably. A large book area is appropriately inviting and resourced well with a range of books and cushions. However, children are only able to access all of these areas at the beginning of the session. This limits their ability to make decisions about where and how they learn and their ability to apply their skills independently. The children under three use a room at the rear of the building for small group time. However, the room contains little furniture or resources and does not provide a stimulating environment for the children.

The toilet and nappy changing facilities are adequate. Children access the toilet and washbasins via a step and with some support from practitioners. Practitioners escort the children to the toilet facilities. However, children's privacy and dignity are not effectively promoted appropriately as groups of children access the one toilet at the same time.

Leaders have developed a small outdoor area for the children, which includes a mud kitchen, plastic play house, guttering for water play and a wooden bench to sit on. The setting's outdoor area does not include large toys or equipment for children to develop their physical skills appropriately. However practitioners take the children to the nearby beach to enhance their learning.

The setting has a good range of educational and play resources, which are clean and suitable. However, practitioners do not always make the best use of resources available to support and enhance children's skills. For example, at snack time children do not have individual knives to spread butter and as a result some children are not able to have additional toast.

Leadership and management: Adequate

The leader works suitably with setting practitioners to provide a caring and calm environment for all children. There is a strong commitment to teamwork and nearly all practitioners feel valued. The leader works closely with the management committee and keeps them well informed through regular updates and daily chats. She has a clear vision to provide a playgroup that is at the heart of the local community.

Overall, the leader manages practitioners efficiently to ensure that the setting runs smoothly, following established routines. However, the setting does not meet all of minimum standards successfully. It does not comply fully with Care Inspectorate Wales regulations, such as ensuring that recruitment processes are robust and notifying CIW in a timely manner of any changes to persons caring for children. In addition, the leader does not ensure that policies and procedures are followed consistently. For example, around half of practitioners are not following hygiene procedures effectively when changing children's nappies.

The setting identifies priority areas for improvement that reflect the needs of the setting appropriately. For example, they identify the need to develop their outdoor provision and have successfully created a valuable indoor learning environment. However, the leader does not monitor or evaluate the setting's progress towards meeting identified targets consistently enough. The setting has made limited progress in addressing the recommendations from the previous Estyn and CIW inspections.

Nearly all leaders and practitioners are aware of their roles and responsibilities and have clear job descriptions that reflect their current role. They take advantage of opportunities to develop their knowledge and skills further through appropriate professional development and strive to improve their performance. This has a positive impact on the provision and children's standards and wellbeing, for example by improving practitioners' understanding of children's early mark making.

The setting has an appropriate system for managing the performance of staff and nearly all practitioners have appropriate opportunities to reflect on the quality of their work. However, these processes are not always rigorous enough as they do not set suitable targets for improving performance.

The setting makes appropriate use of staffing and resources to support children's learning suitably. The leader makes sure that the setting has enough well-qualified practitioners to support the efficient delivery of the foundation phase curriculum and to promote children's development. Resources are sufficient, and the majority are of good quality and condition.

The setting has an effective range of partnerships, including parents, the local school and the community, that improve the quality of provision and outcomes for children. Parents receive a useful range of information through newsletters, social media and day-to-day contact with practitioners. Practitioners invite parents to join celebrations and events such as a Halloween Disco and Christmas Fair. This helps parents keep informed about daily activities and feel comfortable in approaching the setting about any concerns. The leader provides beneficial resources for parents to take home and share with their children. These include story sacks, music activities and library books. This helps parents to be more involved in their child's learning and development.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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