

**Report following monitoring**  
**Level of follow-up: Focused Improvement**

**Babes in the Wood Playgroup**  
**Llanmartin Primary School**  
**Llanmartin**  
**Newport**  
**NP18 2HB**

**Date of visit: March 2021**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## Outcome of visit

The setting is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection. CIW is satisfied that the actions taken to address the non-compliance have resulted in the setting being compliant with regulatory requirements.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is removing the setting from the list of settings requiring focused improvement and CIW is bringing to an end its compliance process.

## Progress since the last inspection

### **R1. Ensure that learning activities develop children's skills and understanding progressively**

Following the core joint inspection, the setting reviewed its planning and evaluation procedures and consolidated these into one document that was easy for practitioners to use. This covered the seven areas of learning and focused on children's skill development. Practitioners review plans every two weeks and monitor closely how well children are acquiring individual skills in the interim. As a result, they are responsive to children's individual needs and are more aware of how to support them to develop their skills progressively.

Leaders have used video recordings of sessions to provide professional development opportunities for practitioners to discuss and evaluate their own practice and the quality of provision. There has been a particular focus on how well practitioners observe children to identify their needs. This has helped practitioners to adapt activities to suit children's specific skill development.

### **R2. Ensure that practitioners promote children's healthy eating and drinking effectively**

Since the core joint inspection, leaders have made positive changes to the provision of food and drinks. They have introduced cold teas such as sandwiches and wraps in the after-school club during the current COVID-19 pandemic. Staff consult children about the sort of food they would like at teatime. One of the leaders has attended a nutrition course and the setting is now part of the Healthy and Sustainable Pre-schools scheme. Leaders have taken account of the updated Welsh Government Guidance on Nutrition for Childcare Settings. They ensure that portion sizes are suitable for the ages of children present and that the nutritional balance of the food provision is appropriate. Leaders have also consulted a dietician on the suitability of their amended food provision. Staff talk with the children during teatime about the healthy options available to them and the importance of having suitable portion sizes.

### **R3. Evaluate all aspects of the setting's work and develop effective procedures for identifying and acting on priorities for improvement**

Leaders have adapted their procedures to ensure that they consider the whole setting, including the after-school club, in any evaluation of the setting's provision. Practitioners, parents and children have greater opportunities to contribute to this process and leaders take good account of their views when adapting provision and practice. For example, leaders have introduced a book for staff to record notes each day. They use this to indicate what is working particularly well or requires improvement. Leaders monitor this regularly and make immediate changes when required. During the pandemic, staff have continued to hold online meetings and leaders make appropriate use of this time to discuss suggestions for development and to agree improvement priorities.

The increased use of video recording of sessions has helped leaders to maintain and improve their monitoring processes across the setting, including those in the after-school club. Outcomes of monitoring activity contribute to the settings' improvement plans.

Staff supervision and appraisal is more rigorous and provides useful opportunities for leaders and practitioners to discuss and to ensure a consistent approach to important issues, such as the safeguarding of children.

Setting leaders have responded proactively to the changes required during the COVID-19 pandemic while still making good progress towards the recommendations following the core inspection.

### **R4. Address the non-compliance identified during the inspection**

Leaders have worked successfully throughout the challenging circumstances of the COVID-19 pandemic to make and maintain the improvements needed to achieve compliance with the Child Minding and Day Care (Wales) Regulations 2010.

Since the core joint inspection, all staff have completed safeguarding training and their understanding is monitored closely by leaders. With support from the local authority and a childcare support organisation, leaders have updated the setting's safeguarding policy. It is now more thorough and written more clearly to ensure it is easy to follow. Leaders discussed the policy with staff before they implemented it and asked staff to confirm that they had a clear understanding of its contents. There are procedures in place for leaders to continue to review the safeguarding policy and staff's understanding of it.

Leaders are aware of the new Wales Safeguarding Procedures and there are designated lead-persons for safeguarding. They have carried out a local authority safeguarding audit to assist with their improvements. They have considered the potential impact of COVID-19 on safeguarding children and have updated relevant documentation.

Leaders have introduced appropriate new arrangements for the secure recording and storage of safeguarding matters. They monitor records regularly to ensure staff follow procedures correctly and that records are sufficiently detailed and include actions taken in response to an issue.

There is an improved focus on consistent oversight and governance of the setting as a whole.

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