



Inspection Report

St David's Playgroup and Nursery Plus

**St. David's RC School
St. David's Lane
Mold
CH7 1LH**



Date Inspection Completed

11/01/2023

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About St David's Playgroup and Nursery Plus

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	St David's Playgroup
Registered places	26
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] This is the first inspection since re registration.
Is this a Flying Start service?	Manual Insert] No
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.

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

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

Summary

Children are listened to and what they have to say is respected. Children make choices and are happy. They feel safe and confidently play alongside each other. They are learning how to interact well, follow simple rules and enjoy their play and learning. Children are beginning to do things for themselves and have good opportunities to develop different skills.

Staff have positive relationships with children. They are kind and calm and provide reassurance when children need it. Staff understand how to keep children safe and healthy. They treat children with respect and ensure their interests and ideas are considered.

People who run the setting ensure children have a suitable environment and access to a range of resources and equipment, which are of good quality, both natural and recycled which suit the children's ages and stages of development. This provides opportunities to work with different materials and ensure children can make decisions about what and where they want to play. The provision includes a variety of opportunities for children to play and learn especially outdoors where they have use of a forest school.

People who run the setting have policies and procedures that all staff implement well. These keep children safe and secure, and staff understand the setting's safety procedures. People who run the setting provide staff with good support in their roles and are committed to improving practices for children's and their families' benefit. They ensure staff receive regular training and support to carry out their roles effectively. They share information with parents effectively and there are good working partnerships with the school with whom they share outdoor spaces.

Children like to make decisions and choose how they spend their time. They move around the activities and follow their own interests such as looking at a book or playing with toy horses. They chat happily to staff and invite them to join their play. Children help themselves to resources from low level storage and choose where to sit at snack time or on the rug next to their friend for a story.

Children have a good sense of security. They settle well and those new to the setting have support and strategies to help them happily enjoy their time in the setting. Children feel comfortable asking staff for reassurance or comfort when needed. Children chat together during play, sharing smiles and laughter as they play families in the home corner.

Children listen well and are happy to help with tasks such as tidying up, working together to put items away into baskets and onto the shelves. Children respect resources and ensure there is a protective covering where they draw and colour. They have friendships and play well with each other, sharing and taking turns, for example pushing a doll in the pushchair. There are no disagreements and children quickly remind each other of simple rules such as not sitting in a dolls' pram.

Children enjoy their play and taking part in activities. They concentrate well on things they enjoy and develop their curiosity such as cutting dough with scissors and pouring water through different shaped holes making it 'rain'. They make up imaginary games of families together with babies who run away and have adventures. Children admire what their friends are doing and sometimes join in happily sharing an activity together. They are keen for others to see what they are doing too, saying 'Look at our babies'. They are proud of the resources and take pleasure in showing us how the trains move and the sounds they make.

Children are developing well and feel at ease with the daily routine. They play together well, and giggle when someone says something funny in the game. Children they like doing things for themselves and are supported by staff, when, having fruit and pouring their own milk or water to drink. They feel comfortable and to choose to play without their shoes feeling relaxed and at home in the setting. If their own socks and tights need changing, they really enjoy having a pair of special socks to wear instead. They are building a range of skills and developing language through playing games and conversations and stories with staff and each other.

Care and Development

Good

Staff keep children safe and healthy; they understand what to do should they have concerns about a child. Snack choices reflect a healthy diet with water or milk offered with plenty of fruit. Staff keep accurate daily attendance registers and make sure everyone knows how to exit the premises in an emergency through carrying out fire drills at regular intervals. Accident, incident, and medication records are completed appropriately, with parents asked to sign in acknowledgement. Staff follow appropriate hygiene procedures. On the day of the inspection the rain was too heavy for the children to go outside. However, staff confirmed the children spend plenty of time outdoors.

Staff are engaged in their interactions with children. They support children to manage their behaviour and boost children's self-esteem well. Staff encourage the children with plenty of praise for even small achievements. They are on hand to support with the water play ensuring clothes are not getting wet. They remind them of simple rules such as not running with their horses around the table. Staff are skilful in knowing when to stand back and give the children space to do things for themselves. They are good role models as they interact well, make time for, and talk with children and value what they say.

Staff have a good knowledge of play and learning. They plan daily activities and are taking account of the new curriculum for Wales. Records of children's development are maintained, and colourful accounts of children's work are kept in their own individual books. Staff and children are happy in each other's company and share plenty of smiles with each other throughout the session. They engage well with the children; for example, they talk to them about their families and ensure each of the children are happy and busy learning.

Environment

Good

People running the setting make sure the environment is secure and no one can access without authorisation. For example, doors are locked, and our identity was checked. The safety of the children is paramount, and staff follow procedures effectively to keep children safe including premises checklists and risk assessments which identify areas of risk and how they have taken steps to minimise these.

People who run the setting ensure a suitable environment which is well maintained and provides a safe space to play. There are quiet and comfortable areas to relax in such as the cosy area with tree shaped cushions and other parts which are well resourced where they can be imaginative. They ensure staff have the equipment to provide stimulating and exciting activities for children such as being in forest school or visiting horses in a nearby field. Nearly all toys and resources are stored at low level so children can access them independently. This offers opportunities for children to freely explore and play and make their own choices about what they want to play with.

The environment is well equipped with suitable items ensuring children can follow their interests which effectively supports their learning and development. The people running the setting ensure toys and games are all in good condition and cleaned regularly. They raise children's awareness about the world around them and learn about their wider society through toys, games, and stories. People who run the setting and staff have put some artwork on display which gives children a sense of belonging. Different materials, many natural and some recyclables enable children to be creative and learn to problem solve such as water, and dough. The setting shares outdoor resources with the school and children have access to a yard and field as well as forest school in which to play and learn.

Leadership and Management

Good

People who run the setting are knowledgeable and experienced in current childcare practice. They manage it well and ensure staff are aware of their responsibilities. The statement of purpose contains information, meaning parents can make an informed decision about whether the setting can meet theirs and their child's needs. Policies and procedures are updated and shared with all staff. This ensures they are familiar with all the processes to follow, making sure the setting has a safe and inclusive atmosphere for all.

People who run the setting are keen to ensure they are continually developing and improving the service they offer and as a result they seek feedback. An exceptionally comprehensive self-evaluation is ongoing, noting changes which have improved outcomes for the children. These include reviewing the hours the setting is open to enable more parents to access the provision. Listening to the children is a priority as well as observing so they know which activities the children prefer. Following the inspection several changes were made to the provision including improved paperwork systems which addressed the recommendations. This evidences how quickly people who run the setting act to improve the provision for the children and reflect best practice.

People who run the setting ensure staff receive training and support to carry out their roles effectively. All staff members had a current Disclosure and Barring Service (DBS) check, and recruitment checks are in place. Staff are happy and know who to contact should they need support. The staff work well together each knowing their roles and responsibilities and taking the initiative to guide children appropriately. Staff enjoy working at the setting and the outcome is that children enjoy care given by relaxed and enthusiastic staff.

People who run the setting share information with parents. Relationships with parents are positive and contribute to the well-being of children, which reflect how important they consider partnership with the parents to be. Information gathered from parents, details children's specific needs, and preferences. Parental feedback is complimentary of the care their children receive with positive relationships with staff. There are good relationships with the school and the staff with whom the setting shares resources and outdoor spaces, giving children consistency in their care and enabling them to settle quickly into full time education.

Recommendations to meet with the National Minimum Standards

None.

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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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.

Date Published 10/03/2023