



## Inspection Report

**Chirk Pre School Playgroup**

**Ysgol Y Waun  
Lloyd's Lane Chirk  
Wrexham  
LL14 5NH**



**Date Inspection Completed**

06/03/2024

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## About Chirk Pre School Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Chirk Pre School Playgroup
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	7 September 2023
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrate a significant effort to promoting the use of the Welsh language and culture.

## **Summary**

As this was a focused inspection, we have not considered the themes of care and development, environment, and leadership and management in full.

Most children are confident and express themselves well. They are familiar with routines and are happy, secure and comfortable at the setting. Children have positive relationships with staff and each other and behave well. They show good levels of engagement and enjoy the activities available. Children successfully develop a range of skills, including independence.

Staff follow appropriate policies and procedures which encourage healthy lifestyles and promote children's safety and well-being. Staff are familiar with the setting's safeguarding policy and understand their responsibilities to keep children safe. Staff manage children's interactions well. They use praise to engage and motivate children and are good role models. Staff know children and their families well and are responsive to children's needs.

Leaders are experienced, hard working and have a clear vision. Most policies and procedures are embedded. Leaders understand their regulatory responsibilities and follow the National Minimum Standards. However, staff files do not contain all relevant documentation which is a regulatory requirement. The quality of care review is completed annually with improvements identified and achieved. Parent partnerships are very positive.

## Well-being

Most children are confident and express themselves well. They make choices and decisions about their play and learning, and their feelings are valued. Resources are purchased that are tailored to children's individual wants and needs. For example, many children are particularly interested in climbing, so large apparatus has been purchased for them to use. Children move freely, choosing where and what they want to play with. Children play outside at scheduled times. When they ask to come inside this is respected and acted upon.

Children are familiar with the setting's routines, such as sitting on the carpet for circle time and washing their hands before eating. Children enjoy receiving cuddles and have built positive relationships with those around them. Most children happily enter the building and settle very quickly. The familiarity of routines and the positive bonds of affection help children feel happy, secure, and comfortable.

Children follow the rules of the setting and interact well with staff and each other. They are starting to form friendships and happily chatter to each other. Children approach staff with confidence and invite them into their play by bringing them toys. Many children are learning to co-operate appropriately for their age and stage of development and with support can share resources. A few children independently share tools in the dough and are beginning to understand the needs of others.

Children thoroughly enjoy the range of activities available to them. They eagerly roll and squash dough, twist craft wire and add wooden sticks to make their own models. They are extremely proud of their creations and enjoy showing them to others. Children enjoy negotiating the climbing frame and excitedly experiment freely in the painting area, mixing colours of their choice.

Children's independence is developing well. They are encouraged to do things for themselves such as putting toys away, using the toilet and washing their hands before lunch. They are confident to select the tools and resources they need. For example, they know they need to wear aprons for painting activities and some children put these on themselves without being reminded.

## Care and Development

As this was a focused inspection, we have not considered this theme in full.

Staff follow appropriate policies and procedures which encourage healthy lifestyles and effectively promote children's safety and well-being. For example, they provide children with daily outdoor play opportunities. They encourage parents to provide well balanced food for snack time and leaders provide children with healthy drinks throughout the session. Staff are familiar with the setting's safeguarding policy and have attended safeguarding training. They understand their responsibilities in keeping children safe and know what action to take if they have child protection concerns. Staff follow appropriate hygiene practices such as washing hands before serving food and they wipe tables down before and after eating.

Staff manage children's interactions well and consistently. They understand and follow a clear behaviour policy. Staff help children develop a sense of right and wrong and intervene when needed. They use praise well to engage and motivate children and staff provide clear explanations. For example, staff gently explain how they must pick up the balls from the floor area, so their friends don't trip and fall. This helps children understand how their actions can affect others.

Staff are good role models and treat children with kindness and respect. They know children and their families well and are responsive to their individual needs. They offer a good level of support and plan beneficial experiences for children to develop a range of skills. For example, staff effectively promote children's language development. They do this by providing regular opportunities for children to join in with singing songs and listening to stories. They model how conversations work by giving their full attention when children are talking and encourage them to answer questions about topics that are of interest to them. Staff provide many opportunities for children to experience the Welsh language. They hear incidental Welsh as well as Welsh rhymes, songs, commands and greetings. Staff support children with Additional Learning Needs appropriately which ensures they make progress. However, sometimes, they offer them too much screen time.

## **Environment**

As this was a focused inspection, we have not considered this theme.

## Leadership and Management

As this was a focused inspection, we have not considered this theme in full.

Leaders are experienced, hardworking and have a clear vision which they share with others. The statement of purpose is informative and reflects the service that is provided. Policies and procedures are embedded and updated when required, and leaders have a sound understanding of the regulations and National Minimum Standards. Staff are well qualified, and children's outcomes are good. Staff told us the responsible individual who is also the person in charge, leads the setting effectively.

Leaders successfully complete an annual quality of care review. They take parents', staff and children's views into consideration and have secured grants to make improvements to the setting's resources. Leaders have addressed two of the three recommendations given at the previous inspection. They are currently working on the third in relation to recording daily checks of the environment.

Staff enjoy working at the setting, feel supported and are given access to many training opportunities. They understand their roles and responsibilities and leaders have high expectations of them. However, staff files did not contain all required documentation, which was also identified at the September 2023 inspection. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Staff receive regular supervision and appraisals, but targets are not always specific enough.

Leaders have developed positive partnerships with parents and treat them with respect. They keep parents informed about their child's day through informal discussions at collection time as well as via the setting's online platform. Parent questionnaires sent out by the service, contain many positive comments such as; *'Amazing staff, brilliant relationship, very caring towards my child'*, and *'The warmth, kindness, and compassion shown to both myself and my child has meant the world'*. Parents spoken to on the day of the inspection were also complimentary about the setting and the care their children receive. Leaders regularly hold events at the setting such as a Mother's Day tea party. This enables parents to feel part of the setting's community and celebrate their child's achievements.



### 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

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
28	The Responsible Individual must ensure all required information is gathered and held on record prior to staff starting employment at the setting.	Not 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)
	No NMS Recommendations were identified at this inspection

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 have a written form of recording daily checks completed on the environment.
To further explore strategies to support children with Additional Learning Needs, and to reduce the amount of screen time offered to those children.
To ensure staff appraisal targets are specific, measurable, and achievable so that the progress can be monitored and evaluated effectively.

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