



Childcare Inspection Report on

Berriew Preschool and Toddler Group

**Berriew School
Berriew
Welshpool
SY21 8BA**



Date Inspection Completed

12/04/2019

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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

Description of the service

Berriew Preschool and Toddler Group was registered it's new premises in July 2018 to provide care for up to 24 children. The responsible individual (RI) for the service is Jodie Rheann Rees and the person in charge (PIC) on a day-to-day basis is Julie Taylor. The service is based in a detached building, located on the school site in the village of Berriew. Opening hours are between 9am to 3pm, Monday to Friday term time only. It caters for children from 2 until school age. The service is working towards providing the 'Active Offer' in relation to the Welsh language.

Summary

Theme	Rating
Well-being	Excellent
Care and Development	Excellent
Environment	Excellent
Leadership and Management	Excellent

1. Overall assessment

Children who attend Berriew Preschool and Toddler Group are settled and stimulated. They have a strong voice and are becoming increasingly independent. They benefit from taking part in a range of interesting activities that supports their all-round development and as a result children make good progress. Staff provide excellent care; they are suitably qualified and are positive role models for children. The service is based in a demountable classroom that is safe, secure and well maintained. Leaders have provided a vast range of suitable toys, resources and equipment for the children to use. On the whole, leadership at this service is very strong.

2. Improvements

This was the service's first inspection following re-registration due to a move.

3. Requirements and recommendations

No requirements or recommendations were made.

Summary

Overall, children feel very comfortable at the service and so they are relaxed and happy. Each child is able to make choices and decisions and therefore feel included and valued. They very much enjoy their play and learning which is evident by how engrossed and engaged they are with the varied range of activities that they take part in. Children interact positively with others and form friendships.

Our findings

Children have opportunities to make choices and decisions throughout their day as their individual voice is valued. As a result, children have a very strong voice. For example, children are heavily involved during snack - weighing, paying and collecting their chosen fruit. Children chose where to sit during meal times. A few children confidently expressed when they would like more to drink and their requests were immediately met. Children voiced where and what they wanted to play with and what area to play in.

All children were settled and relaxed showing that they felt comfortable in their surroundings and had learned to deal with separation from their parents well. Children feel very safe and happy as their individual needs are met and they are engaged and interested in the play opportunities available to them. For instance, the children loved being outdoors playing with a vast range of toys whilst others enjoyed playing quietly indoors.

Children interacted with others as they were well behaved and listened to staff and were respectful of the toys and resources they used. Many helped to tidy away toys when they had finished playing with them. Children sustained interest for a good length of time as they were engrossed in their play. They benefitted from a good mix of free play and planned activities which were based on topics they were interested in.

Children showed that they very much enjoyed their play as they giggled and smiled to show the pleasure that they felt. Children chatted animatedly as they played and engaged with staff. They thoroughly enjoyed the time that they spent in the garden.

Children are becoming increasingly independent as they are supported to do things for themselves. For example, children went to the toilet and washed their hands independently. They collected, weighed and paid for snack along with pouring their own drinks. They fed themselves at meal times and were able to put on their own coats and shoes to play outdoors.

2. Care and Development

Excellent

Summary

Staff are animated, enthusiastic, warm and nurturing towards the children in their care. They manage interactions positively and engage with the children in their play to enhance their experience and further their learning. Staff provide a good mix of free play and planned activities that keep children occupied and stimulated.

Our findings

Staff are aware of their roles and responsibilities in terms of health and safety and, on the whole, effectively follow the service's policies and procedures. Staff demonstrated a good knowledge of infection control procedures as they wiped the tables with anti-bacterial spray before they were used for meals and snacks, wore gloves and apron when changing children which they then disposed of after each child's change. Staff also washed their hands before assisting with the feeding.

Staff provided a very good selection of fruit at snack time and water or milk. They also actively promoted healthy eating and an active lifestyle with children and their parents to encourage good health. Overall, the menu offered to the children was varied and balanced for lunch the children were served fish, chips and beans. In the main, staff supported children's independence well.

Staff help to keep children safe as the majority of staff have attended paediatric first aid training and child protection training. Staff are alert to child protection issues and are largely aware of the safeguarding procedures to follow if they have any concerns.

Staff are positive role models for children as they are calm, nurturing and show interest in the children they are caring for. For instance, they gave spontaneous hugs given when children needed comfort or reassurance and constantly talked to the children as they played.

Staff create a fun, positive environment for children as they plan activities that children will enjoy and which support their learning and development. Children therefore are stimulated and make good progress. Staff have a good knowledge of child development as they mainly hold a level 3 childcare qualification or above. Staff said that they work collectively to plan themed activities based on the topic they are following. Staff showed a very good awareness of children's individual needs and routines through discussion which ensured that children received attentive care.

3. Environment

Excellent

Summary

The service is located in a demountable classroom on the school site. The premises are well maintained and nicely decorated. Leaders successfully provide furniture and equipment that is suitable for children's needs and supports their developing independence. In the main, there are a good range of toys and resources available for children to play with. The outside area is well equipped with an abundance of resources along with a sensory garden which has been exceptionally developed.

Our findings

Children are cared for in a secure, safe and clean environment as leaders undertake regular maintenance and risk assess to minimise potential risks. The main door was kept locked and staff answered the door bell. A visitors' record was in place. The garden boundary was securely fenced to prevent unauthorised access to the premises.

The premises were clean and tidy. Leaders asked staff to perform regular cleaning duties as part of their role. Staff completed the list of tasks daily, such as wiping surfaces, sweeping the floors.

Leaders had undertaken sound risk assessments of the building, the various areas and activities that children participated in. Staff had signed to acknowledge that they had read them. As a result, staff were aware of potential risks, how to manage them and any action that they needed to take to ensure children remained safe and secure. Leaders had kept records to show that fire evacuations had been practised so that children and staff knew what to do in the event of an emergency. Leaders had ensured that fire extinguishers had been checked and maintained.

Leaders competently ensure that the environment is suitable for a range of use. Rooms had been brightly decorated and were visually appealing. Wall displays included Welsh vocabulary and reflected some of the themes that children had followed. Suitable age appropriate furniture was available for use.

Toys and resources are in sufficient supply and are of good quality. The different rooms contained an excellent range of age and stage appropriate toys and resources. The room had been zoned according to the principles of the foundation phase as there were different areas to allow for different forms of play, such as a dressing-up and role-play area and a cosy reading corner. Children benefitted from having access to a large garden and a sensory area which allowed for different forms of play. A planter had been installed to grow their own produce.

4. Leadership and Management

Excellent

Summary

In the main, leadership at this service is excellent as it meets all of the regulations and exceeds many of the national minimum standards. Leaders set high expectations for staff and have developed a positive work ethos. Staff benefit from training that enables them to develop professionally. Strong partnerships with parents and external agencies have been developed.

Our findings

Leaders have developed policies and procedures to promote good care and ensure that staff understand and implement them. As a result, staff provide good care because they are aware of the expectations upon them. Leaders had asked staff to read the policies and procedures and sign a sheet to acknowledge them.

Leaders reflect upon and evaluate the service they provide on an annual basis. They successfully seek the views of others' views to help identify any issues and to identify areas for improvement. The latest quality of care report included feedback from parents. The response that they received was positive. Comments or suggestions that parents had made had been responded to or addressed.

Leaders successfully ensure that children are well supervised and that their records accurately show the staff who care for them during the day. Staffing ratios were adhered to and so children received attentive care. The records clearly indicated children's time of arrival and departure.

Leaders appropriately provide staff with opportunities to reflect on their roles and their individual performance through the annual appraisal. They had discussed objectives, targets and had made general comments to summarise the staff member's performance.

Leaders have excellent partnerships with parents and external agencies, such as the health visitor, heads of services and social services. This is because leaders encourage open communication and are flexible to meet their needs. Parents were provided with a 'parent pack' which included a statement of purpose that clearly outlined how the service operated. Parents were also encouraged to telephone to enquire how their child was and had an open-door policy in place. Leaders gave examples of how they tried to accommodate parents'/carers' requests to be as flexible as possible to their needs.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None

6. How we undertook this inspection

This inspection was undertaken by one inspector as part of the scheduled programme of inspections and took place on 11 April 2019. As part of this inspection:

- we made general observations of the interactions between the staff and the children attending the service and undertook an observation using the SOFI 2 tool;
- we spoke to leaders and staff members working for the service and provided questionnaires for staff to complete, if they so wished;
- we viewed records and documents including: the attendance register, children's contracts, policies and procedures, accident and incident records, medication records, the service's statement of purpose; and
- we performed a visual inspection of the rooms of the areas used by the service.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Jackie Pryce Rebecca James
Person in charge	Julie Taylor
Registered maximum number of places	24
Age range of children	2-5 years
Opening hours	9am – 3pm Monday to Friday term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First inspection since registration
Dates of this inspection visit(s)	12 April 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	This service is working towards providing the Active Welsh Offer
Additional Information:	

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