



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

A report on

**Kiddies World Playgroup
Tower View
Llangollen Road
Acrefair
Wrexham
LL14 3SH**

Date of inspection: April 2019

by

Care Inspectorate Wales (CIW)

and

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

About Kiddies World Children's Centre

Name of setting	Kiddies World Playgroup
Category of care provided	Full Day Care
Registered person(s)	Michael Morrison
Responsible individual (if applicable)	N/A
Person in charge	Emma Davies - Matthews
Number of places	26
Age range of children	Under 12 years
Number of children funded for up to two terms	13
Number of children funded for up to five terms	27
Opening days / times	Monday – Friday 9:00 am – 3:00 pm
Flying Start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	No
Date of previous CIW inspection	28/06/2017
Date of previous Estyn inspection	24/02/2016
Dates of this inspection visit(s)	09/04/2019
<p>Additional information</p> <p>This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of children who use or intend to use the service. We recommend that the service provider considers the Welsh Government '<i>More than Just Words</i>' follow on strategic guidance for Welsh language in social care.</p>	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

We have advised the registered person that improvements are needed in relation to ensuring that Disclosure Barring Service certificates (DBS) are up to date for all persons at the setting (Regulation 6 (3) (b) (i) (aa)) and for notifying Care Inspectorate Wales (CIW) of significant events affecting children's welfare (Regulation 31) in order to fully meet the legal requirements. A non-compliance notice has not been issued on this occasion, as there was no immediate or significant impact for children using the setting. We expect the responsible person to take action to rectify this and it will be followed up at the next inspection.

Recommendations

- R1 Improve children's mathematical development
- R2 Provide worthwhile opportunities for children to learn about re-cycling
- R3 Plan effectively to develop children's problem solving and thinking skills
- R4 The registered person must address all non compliances identified during this inspection

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Wellbeing: Good

Nearly all children are confident communicators and express themselves well. For example, children greet their friends and practitioners in Welsh, and search enthusiastically for their photograph to place on the wall to register their attendance. During circle time a child shows practitioners their new trainers and another child talks about what foods they have brought from home for lunch. Nearly all children make choices at snack time, actively choosing the fruit they would like and either milk or water to drink. Children develop their confidence to make requests well because they know practitioners listen to them and respond appropriately, for example when they want more snack or ask to go to the toilet.

Nearly all children are happy and settled. They cope well with separation from their parents and approach practitioners with ease. For example, during nappy changing a child is comfortable and relaxed when they choose their favourite rhyme for a practitioner to sing to them. They have appropriate bonds of affection with practitioners. For example, during activities in the forest school a child sits for a cuddle on a practitioner's knee and holds the practitioner's hand to guide her to the willow arch to play hide and seek. This makes the child feel happy and safe.

A supportive, calm and relaxed atmosphere enables children to manage their interactions positively. For example, two friends choose the dolls house and share the small world figurines appropriately to create their own story. Most children use good manners, when they take turns to go down the slide and make requests for toys and resources.

Nearly all children are active and curious learners and enjoy activities based on exploration and discovery. For example, children hunt for rabbits cut out of colourful card enthusiastically and celebrate one another's achievements with giggles and hand claps. As they sit together under the wishing tree, nearly all children are engaged and listen attentively to a story about Ticw the bear. Most children are learning about size and weight effectively. They listen to instructions carefully and find small and longer logs to put into the wheelbarrow and help one another to push it when it becomes heavy.

Nearly all children are developing their independence well. They access the toilets and hand washing facilities with limited support and are skilled in using small jugs to pour their own drinks. During outside play children explore freely and make choices confidently. For example, one child chooses to paint a picture on the easel. When they finish, they unpeg the painting and re-peg it onto the drying table. Most children are able to tie and untie their own apron strings successfully. Nearly all children are motivated to choose and direct their play independently and effectively.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good

Most children make good progress in the development of a wide range of skills. They develop effective speaking skills and many express themselves with appropriate clarity. For example, they talk with confidence about the activity they are

engaged with and what they enjoy doing in the setting. Many develop appropriate listening skills. They listen carefully to practitioners' questions as they build towers in the construction area and respond positively. Many children understand that writing conveys meaning. They make marks in a variety of ways, such as when creating shapes and swirls on the blackboard in the outdoor area. Most children develop an enthusiasm for books. They enjoy listening and responding to stories and express preferences well for different types of books when working with practitioners to choose a book to take home.

Most children develop their mathematical language and counting skills effectively. For example, following an Easter egg hunt around the setting, they join in counting the number of eggs they have collected confidently. Most children count independently up to five and a few count to ten and beyond. Most develop a sound understanding of basic mathematical concepts and vocabulary, for instance they use the terms high and low when searching for a toy owl in the forest school. However, overall, they do not develop their understanding of a full range of mathematical concepts, including shape and measure, well enough.

Many children use information and communication technology (ICT) effectively as part of their independent learning. For instance, a child uses a toy 'walkie talkie' when playing imaginatively in the outdoor area. A few use hand held devices independently to take photographs of other children as they roll tyres in the forest school.

Most children develop their physical skills well. For example, they use a small paint brush with care to make 'sheep shapes' in shaving foam. They demonstrate appropriate gross motor skills when crawling under arches or throwing large balls into containers in the outdoor area.

Most children respond effectively to instructions in the Welsh language. They understand the Welsh terms for basic colours and join in well with songs and rhymes as part of everyday routines. A very few children use simple Welsh terms independently, for instance to say who they are. In a very few cases, children demonstrate appropriate problem solving skills. For instance they experiment with different ways of releasing a model of Prince Maelor from a block of ice.

Most children develop creative and artistic skills well. For example, they use their imagination to create colourful pictures of Welsh dragons as part of their St David's Day celebrations.

Care and development: Good

Practitioners promote healthy lifestyles effectively. For example, they encourage healthy eating and provide information to parents on what foods are suitable for children's packed lunch well. Practitioners follow good hygiene procedures and make learning about tooth brushing fun. They encourage outdoor play enthusiastically, developing children's physical skills positively while being active in the fresh air.

Practitioners understand and implement the setting's policies and procedures successfully. The setting's arrangements to safeguard children meet requirements and give no cause for concern. Practitioners have completed and updated their safeguarding and first aid training, suitable for the age ranges of the children being cared for. They record accidents and incidents consistently and these are signed by both practitioner and parent. Practitioners conduct fire safety checks and fire drills at appropriate intervals and record the outcome suitably.

Practitioners have a friendly and relaxed approach to care giving and manage interactions fairly and consistently. They praise children for their efforts and celebrate their achievements well. For example, they praise children for good counting and listening and for being kind to their friends. This makes children feel good about themselves.

Practitioners provide interesting activities and learning areas. They use visual aids such as hand puppets effectively to enhance the story time experience. Practitioners encourage children to paint and draw from life appropriately. This helps to develop children's observational skills and their ability to express themselves freely.

Practitioners display children's art work attractively and this creates a welcoming environment. They promote the Welsh language well and use simple phrases throughout the day to help children become familiar with the language.

Practitioners ensure children have an understanding of the world around them and promote learning about their own and different cultures effectively. However, practitioners do not provide sufficient opportunities for children to learn about recycling.

Practitioners know children well and provide them with the care they need successfully. For example, good procedures are in place to support children with additional learning needs and practitioners track and record observations about their development regularly. They use this information to help create appropriate individual care and education plans, which they share with parents and other agencies effectively.

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

Practitioners plan engaging learning experiences for children. For example, children enjoy developing their understanding of colours and positional language when searching for coloured eggs hidden throughout the setting. Practitioners use their knowledge of children's abilities and interests well to plan future activities. Observations of the children's interests is a particular strength. For example, practitioners provide additional building related materials in the construction area for children to experiment with after hearing a child talking enthusiastically about the work of builders outside the setting.

All practitioners have positive relationships with children and maintain a busy but purposeful atmosphere. They address any issues of unacceptable behaviour fairly and with sensitivity. They encourage children to attempt activities they find difficult and to achieve their best. For instance, when a child finds difficulty in riding a

scooter, they respond with praise and encouragement that motivates the child to persevere and succeed. However, practitioners do not provide sufficient opportunities for children to develop their problem solving and thinking skills.

Practitioners make useful assessments of the progress that children make. They use informal observations well to build up a picture of the strengths and developmental needs for each child. They use this information well to inform future activities. The setting shares information about children's progress with parents effectively through an electronic application that allows parents to view the progress their child makes and submit their comments.

The setting provides good opportunities for children to develop their literacy skills. In particular, practitioners improve children's speaking and listening skills through skilful questioning and by acting as positive language role models. Practitioners provide suitable opportunities to improve children's skills in counting and aspects of their mathematical vocabulary throughout the session. For instance, when working in the forest school they ask children to identify the longest and shortest sticks. However, they do not plan enough focused activities to develop the full range of mathematical skills, such as children's understanding of shape and measure.

The setting provides a broad range of learning experiences that foster children's spiritual, moral, social and cultural development well. For example, they develop a sense of wonder through looking after the setting's fish and watching them grow. They extend children's awareness of other cultures through activities based around world religions and cultures, such as exploring Diwali or tasting Chinese food during Chinese New Year celebrations.

Practitioners promote Welsh culture positively, for example facilitating activities to learn about Welsh tales, such as Santes Dwynwen. Practitioners use Welsh extensively and effectively during activities and as part of routines.

Environment: Good

Leaders ensure children are cared for in a safe and clean environment. For example, they have a good system to manage access to the premises and keep a record of visitors. They complete risk assessments appropriately and conduct daily health and safety checks. Leaders make sure all practitioners follow effective hygiene practice. For example, they have established consistent cleaning routines. Leaders ensure practitioners are aware of their responsibilities in relation to the safety and welfare of children and provide good supervision to ensure children's safety.

Leaders use the environment well to meet children's needs. For example, children are allocated individual space for their personal items and a designated area for meal times. A good variety of activities are on offer and the premises are suitable for children who may have mobility difficulties. Furniture is appropriate for the stage and development of children. This helps to create a sense of belonging.

There are good facilities for all those using the setting and for confidential conversations to be held in private. The outdoor play area has recently been refurbished and this provides a stimulating area for children to learn through play. For example, children actively participate in gardening activities and they are offered opportunities to experiment with water play, using sponges and floor trays to imagine

crossing a river using stepping stones. The forest school is resourced and maintained well. It provides a rich environment that fosters children's personal growth and development effectively.

Leaders have organised an informative notice board and information area for parents. This helps to keep parents informed about what is happening at the setting and directs them to relevant agencies appropriately.

Leaders ensure toys and equipment are of good quality. For example, there is a balance of natural based resources for children to practise using their senses. There is a varied selection of toys which reflect our wider society, for example, photographs of families from different cultures, books, dolls, small world figurines and jigsaws. The home corner is well-organised with a variety of resources related to their themes such as an opportunity to learn about looking after pets.

Leaders have organised creative and comfortable reading corners well, including a colourful wigwam for children to sit in when they want to relax and read while outdoors. Books are of good quality and are attractively displayed encouraging children to read them.

Leadership and management: Good

The person in charge has a strong vision for the setting based on creating a warm, welcoming environment to meet children's individual needs. Practitioners share this vision and work with her successfully to create a positive learning ethos. The person in charge works well with the management committee to keep them informed of developments and any issues that arise through formal termly meetings and frequent informal visits by committee members. The setting's statement of purpose provides an accurate picture of what the setting offers. There are effective procedures to ensure the safety of all children and practitioners, and leaders review these regularly. There are two areas which do not meet legal requirements. The registered person does not have a current Disclosure and Barring Service (DBS) certificate and leaders have not notified Care Inspectorate Wales (CIW) of significant events affecting children's welfare. A non-compliance notice has not been issued on this occasion for these matters, as there was no immediate or significant impact for children using the setting.

Leaders and practitioners have a good understanding of the strengths and areas for improvement within the setting. The person in charge uses first-hand observation and the views of parents and practitioners well to make judgements on the effectiveness of the setting's work and progress. The setting focuses well on how its procedures and the quality of teaching and the learning environment impact on outcomes for children. The person in charge works successfully with practitioners to put in place development plans that lead to effective improvements. For example, practitioners identified that there was scope to reflect children's needs and interests better in their planning. They acted on this by establishing a worthwhile system to record children's interests as they emerged and use these to decide what activities to introduce next.

Leaders ensure that there are enough suitably qualified practitioners to meet children's needs and they deploy them well to make the most of their skills. All practitioners have up-to-date job descriptions specifying their roles and responsibilities clearly. Leaders implement beneficial supervision and appraisal systems that provide useful opportunities for practitioners to reflect on their performance and identify areas for improvement.

Leaders and practitioners work hard successfully to maintain productive relationships with parents and keep them well informed about their children's progress and the activities they take part in at the setting. The setting has a few beneficial partnerships with the local community that support children's learning. However, overall this aspect of its work is underdeveloped.

The setting maintains a positive relationship with its host primary school that supports children's transition to the next stage of their education effectively. For example, children take part in concerts and celebrations in the school and teachers from the school visit the setting regularly to gain a personal understanding of the children's individual needs, their characters and strengths.

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 evaluate 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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