



# Childcare Inspection Report on

**Pendoylan Childcare**

**Pendoylan Church in Wales Primary School  
Pendoylan Road  
Pendoylan  
Cowbridge  
CF71 7UJ**



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## **Description of the service**

Pendoylan Childcare operates from a nursery classroom at Pendoylan Church in Wales Primary School. The service is registered under Pendoylan Church in Wales Governing Body and the Head teacher of the school, Paula Vaughan is the Responsible Individual (RI). A Person in Charge (PIC) is employed to manage the service on a daily basis. Opening hours are 12:00pm-3:00pm Monday to Friday during school term time. Sessions begin as the school nursery session ends, offering a continuation of care for children who choose to stay to attend. This is an English language service which makes good use of incidental Welsh throughout the sessions.

## **Summary of our findings**

### **1. Overall assessment**

Children enjoy and learn from a good range of interesting activities and experiences. They are relaxed in their surroundings, engage well with other children and staff and there are caring and affectionate interactions between staff and children. Staff have good knowledge about children's individual needs and provide nurturing, supportive care. The environment is inviting to children, clean and well resourced indoors and outdoors. The Head Teacher manages the service well and has effective systems in place to support staff and monitor the service.

### **2. Improvements**

This is the first inspection of the service since registration. Following discussion during the inspection, the RI amended records to ensure that the times children actually attend the service is recorded.

### **3. Requirements and recommendations**

The role of deputy manager needs to be formalised and included in the Statement of Purpose and Operational Plan for the service.

# **1. Well-being**

## **Summary**

Children are listened to at the service and can express their wishes. Nearly all are happy, have good opportunities to develop a valuable range of skills and knowledge and experience a sense of achievement. Children are supported to interact well and have access to a good range of resources and activities that support their all-round development.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children have a good voice for much of the session because for most of it they can decide how to spend their time. We found that there was a routine and structure to each session which included adult led activities and group times. However, the majority of the session was led by the children's choice and their interests, allowing them freedom to explore. Children were happy to move around the room trying different things and asking for support when needed. They were confident to express their needs and attempts at communication were valued by staff. For example, children were asked if they wanted to make a face on the craft table or go into the garden. We saw children playing alone and also within small groups, expressing themselves through using the range of creative activities available to them.

Children's voice is listened to and valued.

### **1.2 To what extent do children feel safe, happy and valued?**

Children have formed friendships and are comfortable, settled and relaxed. The children were confident and transitioned from the morning education session to the afternoon service well. The children chose who they wanted to play with and moved comfortably from being involved in a group activity to playing quietly on their own. Children moved freely between play areas and clearly felt secure because they were familiar with the environment. We saw a child come in from the outside area to fetch a hard hat and fluorescent jacket to go back outside to play in the construction area. We heard children chatter with each other and smile and laugh during their play. Their craft work was displayed providing them with a sense of accomplishment. During group activities, almost all children joined in and asked questions regarding a story and spoke during circle time discussing their feelings and adding glitter to the 'happy jar'.

Children feel secure and happy.

### **1.3 How well do children interact?**

Children are beginning to understand their feelings, manage their own behaviour and co operate with each other. Children interacted very well with each other and they had clearly grasped the concept of playing together and respecting each other in the relatively short period that they had been attending the service. During the session we noted that children's play was animated and fun and they played alongside each other, on their own or in a group confidently. On the whole, they welcomed others to their play. They were learning the importance of sitting to listen at certain times, such as for a story and also to respect and listen to what others were saying at circle time. We heard children developing good manners by saying "please and thank you" and 'sorry' if the need arose such as if they bumped into another child.

Children interact very well. They are polite and developing good manners.

### **1.4 To what extent do children enjoy their play and learning?**

Children are interested and eager to play and learn. They had opportunities to have uninterrupted, child initiated play as well as playing alongside a staff member or in a group. Children enjoyed the different activities offered to them. For example, after a free play session staff led a structured activity and discussed what made children happy and sad. They then took turns to put glitter in the 'happy jar' which they were eager to do. Children enjoyed playing outside, freely running, climbing or engaging in imaginary play in the pirate ship, play house and construction area. Children really enjoyed making 'porridge' in the mud kitchen which followed on from the story of Goldilocks and the Three Bears. They smiled and eagerly talked about it as they came in from outside. We observed children choosing to do a craft activity with a staff member and remained on task for sustained periods of time, smiling and clearly pleased with the finished item.

Children enjoy their play and learning very much. They are motivated to choose an activity they enjoy and with support can concentrate for an appropriate amount of time.

### **1.5 How well do children develop, learn and become independent?**

Children are developing confidence and independence as they have opportunities to do things for themselves and are given time to carry out their chosen activities to discover how things work. Children played well alongside each other and they welcomed adults into their play. They were able to take time and accomplish things for themselves whilst staff offered support to those who needed it. An example of this was at lunch time when children sat together to eat their packed lunch. They were shown how to open drinks and packets and then proceeded to do it for themselves. Most of the time, the children made appropriate choices and were seen to use a good range of skills. When going outside and going home they could easily access their coats and bags and were supported to dress themselves. The toilets were located near the classroom and children were able to access them freely, telling staff they were going to the toilet. Staff offered help and checked that they had

washed their hands when they came back. We observed 'rolling snack' where children could go to a table set up ready and chose from a selection fruit and pour themselves a cup of water.

Children develop and learn well. They are encouraged to accomplish things for themselves.

## **2. Care and Development**

### **Summary**

Staff are warm and caring child care providers. They are aware of their roles and responsibilities and they carry out their duties appropriately to ensure children feel happy, settled and are safe. Staff know the children well and systems to record children's development are well established.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Systems are in place to promote the health and safety of children. We saw that the PIC and another staff member had received safeguarding training and another staff member was waiting for the next course to become available. We saw a comprehensive safeguarding policy which staff told us they would follow in the event of any concern regarding a child. The safeguarding policy includes information on the Prevent Duty. This is a Government strategy to prevent children being drawn into extremism. All staff have undertaken training 'in house' in this area. Regular opportunities for children to wash hands were embedded into the daily routines and children engaged well with these practices. Individual paper towels were provided for children, to limit the risk of cross infection. Fresh drinking water was available all times during sessions in a jug with cups on a table. Staff were clear regarding children's needs including allergies or food intolerances and a system was in place to ensure children did not receive anything that could impact their health. Accident records were completed appropriately and there was a system in place for the RI to have oversight of any accidents occurring. Records showed a limited need for medication, but a process is in place to request parental permission if needed.

Staff keep children safe and well by following the procedures in place.

#### **2.2 How well do practitioners manage interactions?**

Staff are consistent in their approach and on the whole, set realistic boundaries. They spoke clearly to children and made expectations of behaviour clear. We saw some children occasionally needing support with behaviour management. Staff bent down to their level and clearly explained to them why certain behaviour was not accepted and re-directed their attention to activities of interest to them. We heard children also being reminded of the importance of sharing and waiting their turn. For example, two boys wanted to play with the same toy and staff intervened and agreed a solution where everyone was happy. Staff acted as good role models for the children by speaking calmly and respectfully to them. Lots of praise and encouragement was given to the children when they participated or made an effort. For example, staff encouraged a few children to help tidy up after playing with small world toys and they were told, "You are amazing at tidying up, you are such a good helper!" A 'sticker' reward system is in

place as a form of encouragement and reward for good behaviour. We saw staff give these to children consistently and children responded with smiles and excitement.

Staff manage children's behaviour well. They use positive behaviour strategies to reinforce good behaviour.

### **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

Staff promote children's development by planning for a good variety of play and learning activities. Play experiences provided were interesting to children. Staff offered children choice between adult led activities and free play. They offered different experiences that linked to the story of Goldilocks and the Three Bears. This included craft, making porridge in the mud kitchen, small world toys and role play. Busier times of the session were interspersed with periods where children could relax. A member of staff joined a group of children as they sat and read books amongst the soft furnishings in the reading corner. Children's observation and assessment records are well established and this is linked to comprehensive and effective activity planning. Although children had only been attending for a few weeks, they were settled into the routine and staff knew them well and had a good understanding of children's individual personalities, abilities and preferences. Although the setting has a Christian faith focus, children are able to learn about other cultures and belief through activities around cultural celebrations around the world such as Diwali and Chinese New year.

Staff promote children's play, learning and individual development needs well.



### **3. Environment**

#### **Summary**

The service operates from a classroom within a modern school building. Children attending also use the classroom in the morning for their formal education session. The environment is safe, clean, inviting and fitted with good quality furnishings and resources. Leaders give safety a priority, complete risk assessments and implement effective cleaning routines and good hygiene practices. The service has an agreement with the school to be able to use their resources which are age appropriate. There is direct access to a secure and well resourced outside area.

#### **Our findings**

##### **3.1 How well do leaders ensure the safety of the environment?**

Leaders ensure children are cared for in a safe and secure environment. We found risk assessments had been completed and updated regularly ensuring identified risks to children's safety were managed and where possible eliminated. We found that the service is secure with entry initially via the main entrance of the school which has security systems in place. Visitors are required to sign in and out of the school as well as the service. Records examined included a register of children's attendance but initially, arrival and departure times were not recorded. This was addressed immediately. Fire evacuation drills had been carried out regularly and are recorded appropriately. Necessary insurance and building maintenance check certificates were in place.

The RI takes care to ensure the environment is safe, clean and secure for children.

##### **3.2 How well do leaders ensure the suitability of the environment?**

The environment is spacious and divided into play areas in line with the Foundation Phase areas. Areas are interesting and stimulating and children were able to move between areas freely. Quiet areas were well labelled with good use of a settee, rugs and soft cushions. We saw a child lie down before home time and fall asleep in the quiet area. Tables and chairs were child sized as were toilets and wash hand basins. Children's work was displayed on the walls, which created a warm and welcoming environment and reflected the current themes. The outside area is accessed from the classroom and provides a secure interesting area for children to learn and play.

The RI ensures that the environment is of high quality and suitable for the ages of children attending.

### **3.3 How well do leaders ensure the quality of resources and equipment?**

The RI ensures children have access to furniture, equipment, toys and materials that are appropriate and suitable to their needs. There was a wide range of good quality resources that children could choose from. Toys and equipment were clean and in good condition. It was easily accessible and built on children's imaginative play. For example, we saw children playing with the blocks and bricks, choosing from a variety of different activities such as dressing up items. We saw that the outdoor play area provides a rich play and learning environment for children, including a mud kitchen, pirate climbing frame and slide and ride on toys.

The RI and staff ensure children have easy access to a very good range of resources to promote their curiosity and learning.

## **4. Leadership and Management**

### **Summary**

The RI is also the Head Teacher of the school and is very motivated. They have developed effective systems so that they have good oversight of the service. The PIC is also very experienced and both the RI and PIC are aware of the need to meet the standards required to provide a care environment as well as a learning environment for children. Partnerships with parents, the community and school are strong.

### **Our findings**

#### **4.1 How effective is leadership?**

There is a clear statement of purpose in place which provides an accurate picture of the service. The RI is knowledgeable regarding the Regulations and National Minimum Standards and is available to provide regular guidance and support to the staff group, ensuring that Regulations are met. We reviewed a sample of policies and procedures which we found to be comprehensive and staff we spoke with were clear regarding how to implement them. We looked at a sample of children's records, which were completed appropriately. Contracts were up to date, records were maintained in respect of the children and documentation was stored securely in a lockable cupboard. We observed that the team worked together effectively and that staff understood their roles and responsibilities. The RI provides effective leadership to ensure the smooth running of the service.

#### **4.2 How effective is self evaluation and planning for improvement?**

There are systems in place to monitor and evaluate the effective running of the service and to ensure that resources and planning for children meets their needs. The service has not yet been operating for a year but the RI was in the process of completing a quality of care review which included the views of children, parents and staff. Questionnaires had been sent to parents and the responses were being evaluated by the RI. Staff also told us that their thoughts and ideas are regularly sought about key aspects to secure improvements and a consistent approach. We were told that children are regularly asked their opinions and activities are adapted according to their developing interests. We were told that staff meetings are held regularly and daily informal discussions also offered an opportunity to voice opinions on the service and make suggestions. There is a complaint policy in place but none had been received. The RI told us that following the completion of the review, an action plan would be drawn outlining any improvements required and plans would be put in place to address matters identified.

There are effective systems in place to support service developments.

#### **4.3 How effective is the management of practitioners, staff and other resources?**

The staff team are motivated and demonstrate that they are committed to improving and delivering an ongoing improved service to children and their families. The service currently has three members of staff (including the PIC) all of whom have a child care qualification. We saw that all staff members have been employed via the Local Authority Human Resources Department who has liaised with the RI regarding staff checks. The RI has set up staff files that are kept securely at the service. Some information such as references was held by the RI in the form of an email received from the Local Authority. Information evidenced that all staff have current Disclosure and Barring Service (DBS) checks in place and all other pre employment checks had been undertaken. The RI was confident that the Local Authority carried out very robust checks. There was an induction process in place. Staff told us that, on the whole, they had received a good induction to the role and felt very well supported by the management. Records evidenced that one to one supervision took place regularly and systems were in place to ensure staff had an annual appraisal. We discussed the role of the deputy manager and found that although there were informal arrangements in place to cover the PIC if she was not present, these need to be formalised so that it was clear who the deputy manager was. The RI told us that they are careful to adhere to correct ratios of staff to children and usually exceeded it as records of attendance evidenced. Contingency plans were in place to deal with staff absences. Overall, we observed that staff worked well together, cooperating and assisting each other to ensure the sessions ran smoothly and that children's needs were prioritised.

Management of staff is on the whole effective but the role of deputy manager needs to be formalised.

#### **4.4 How effective are partnerships?**

The RI has developed systems to promote clear communication and to establish trust with staff, parents and other parties. Parents we spoke to had very positive things to say about the staff and service in general. They were clear regarding the nature of the service and that it a separate service from the morning education session. They felt they were really well informed about their child's day at the service and how they were developing. Good relationships have also been developed with the School Council, Local Authority, School Governors and Community Police who visit the service regularly.

The RI ensures that they maintain and develop strong partnerships to maximise the benefits of the service for children.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

The role of deputy manager needs to be formalised and included in the Statement of Purpose and Operational Plan.

## **6. How we undertook this inspection**

This was a full, post-registration inspection undertaken as part of our normal schedule of inspections. One inspector completed two inspection visits to the service, the first of which was unannounced. We provided feedback to the RI and PIC following the second visit: As part of the inspection we:

- reviewed information held by CIW;
- spoke with the RI;
- undertook a visual inspection of the areas used by the service;
- spoke to all staff, a few children and three parents; and
- looked at a range of records including a sample of staff recruitment information, children's records and other records maintained at the setting. These included the Statement of Purpose, some policies and procedures, the quality of care review, risk assessments, building maintenance certificates, attendance registers and the visitors' log book.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Childrens Day Care Sessional Day Care
Responsible Individual	Paula Vaughan
Person in charge	Caroline Daniels
Registered maximum number of places	30
Age range of children	Three to four years
Opening hours	12pm to 3pm Monday to Friday, during school term time
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First inspection
Dates of this inspection visit(s)	19 September 2018 and 20 September 2018
Is this a Flying Start service?	No
Is early year's education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	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 people /children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's ' <i>More Than Just Words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information:	