



# Childcare Inspection Report on

**Craigfelen Alpha Tots**

**Craigfelen CP School  
Woodside Crescent  
Clydach  
Swansea  
SA6 5DP**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



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## **Description of the service**

Craigfelen Alpha Tots registered in February 2018 to care for up to 20 children. The registered person is Alison Williams and the person in charge is Bethan Bibbs. The service provides wrap around care in the nursery classroom at Craigfelen School for children aged 3 to 4 years between the hours of 12.45pm to 3.15pm. Care is offered through the English language and the service does not provide the 'Active Offer' in relation to the Welsh language.

## **Summary of our findings**

### **1. Overall assessment**

Overall, the children are settled and relaxed as they are familiar with their environment and the staff who care for them. Children show interest in the activities and resources available to them. Staff are experienced with working with children and competently meet children's needs. Leaders have developed good relationships with parents/carers and are developing their skills in relation to running a care service.

### **Improvements**

This was the service's first inspection.

### **2. Requirements and recommendations**

We made recommendations in relation children's independence, records, contracts and parental permissions. These are detailed at the back of the report.

# 1. Well-being

## Summary

Overall, children who attend Craighfelen Alpha Tots are settled and happy as they are familiar with the environment and the staff caring for them. They are able to make suitable choices about how they spend their time and the resources that they use. Children benefit from taking part in a range of activities that support their all-round development.

## Our findings

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

Children are able to choose how they spend their time. They confidently speak and express themselves and know that their voice will be heard.

Children freely moved between the table top activities that had been set out for them. They chose which activity they participated in and for how long. When children tired of the table-top activities they looked for toys and resources that interested them. For example, when one child was deciding what they would like to play with next, staff asked if they would like to play with the play food. The child confidently replied, “No!” in response, which showed that they felt comfortable to express their wishes. Shortly afterwards the child changed their mind and their decision was recognised by staff.

Children have a clear voice.

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

Children are settled and relaxed as they know their surroundings well and feel comfortable in their carers’ company.

Children chatted freely amongst themselves and with staff which showed that they felt relaxed and settled. After a few minutes one of the children approached us and showed off a model of a hand they had created from play dough and talked about the ‘George Pig’ costume that they were wearing. This showed that they felt secure enough to speak and engage with visitors, as well as other children and staff. One of the children was attending the wrap around club for the first time but because they knew the other children and staff already they were quite happy and remained busy and engaged throughout the session. Children knew where to find the toys and resources that they wished to play with and felt assured to access them themselves.

Children are very settled, happy and relaxed.

### 1.3 How well do children interact?

Children are learning to manage their behaviour. Mostly, they share, co-operate and take turns with one another.

Children helped each other as they took part in various activities. For example, two children worked together to find the animals to complete a jigsaw. One child commented that “*Me and X are sharing,*” when referring to the puzzle they were doing. Staff replied,

“*Yes, it’s good to share, isn’t it?*”

Children showed interest in what one another were doing. For example, they looked at each other's pictures and asked them questions about what they had created. Most children helped to tidy away toys which showed that they were willing to help, and were learning about the responsibility of putting things away when they had finished using them. One child was more reluctant to help out and follow instructions than the others. In response to the child, another commented that, "*Santa's listening you know!*" to encourage them to listen and help out.

Children interact positively with others.

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

Children show interest in the activities that they participate in.

All children moved freely between the table top activities that had been set out. Most of the children sustained interest in the activities for a good length of time. For instance, two children spent some time creating a Christmas wish list. They selected toys that interested them from the catalogue and then cut them out and stuck them on their list. The children chatted about what presents they hoped they would receive for Christmas as they considered the items on each page. Later on the children listened intently whilst a staff member read aloud a story entitled 'Harry the Frog.' They then enthusiastically joined in with singing songs, including 'Five Little Reindeer.'

Children suitably enjoy the play and learning opportunities available for them.

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

Most children have a good variety of experiences, including freely chosen, unstructured and self-directed play. They benefit from some opportunities to develop their independence.

Children showed that they were familiar with the routine of the service and where they could access other toys or the facilities. For example, on arrival they quickly settled into playing with the table-top activities that had been set out for them, which included a cutting and sticking task, making shapes with the play dough and jigsaw puzzles. Children also knew that they would usually have time to play outside, although this did not happen during the visit, listen to a story and have snack before the session ended. For the most part, children independently accessed the toilet by themselves and washed their own hands before eating snack. Children were given chopped fruit to eat and a drink of milk, although they did not help in the preparation of this. Some of them however, independently, and without prompting, placed their milk bottles in the recycling when they were finished. Photos of the children taking part in a range of activities demonstrated that they had opportunities to develop holistically through the different experiences.

Children develop appropriately.

## **2. Care and Development**

### **Summary**

Staff who work in the wrap around club are experienced and competent professionals as they have a good understanding of how children learn and develop. Good relationships have been developed between staff and children.

### **Our findings**

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

Staff understand and implement the policies and procedures that relate to keeping children safe and healthy.

Staff had undertaken training in first aid, food hygiene and child protection. Staff showed that they understood the child protection procedures to follow if they had any concerns about a child and that this differed to the school's procedures. Staff had undertaken training in relation to the 'Prevent Duty'. Staff had obtained parental signatures in relation to the administering of medication and had recorded the dosage given, although the time of the previous dose had not been obtained. Parents had been informed when their child had suffered an accident and they had been appropriately asked to sign the forms. Fire drills had also been routinely practised with the children so that they knew what to do in the event of an emergency. Staff encouraged a healthy diet through the provision of fruit and water or milk to drink.

Staff effectively follow policies and procedures to help keep children safe.

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

Staff have a secure understanding of the behaviour management policy and use positive methods to promote good behaviour.

Staff created a relaxed and friendly atmosphere by speaking to the children in a warm way and by showing a genuine interest in them when they talked. This was demonstrated when staff asked the children about how they celebrated Christmas in their home and what they hoped they would receive from Father Christmas and they in turn explained what they would like. Staff encouraged children to think and do things for themselves rather than doing things for them which supported children to be more independent. For example, we heard a number of occasions where staff commented, "*I'm not clever like you. Can you show me how to do this?*" Staff used praise and rewards to boost children's self esteem and to recognise when children had demonstrated positive behaviour; they used phrases such as 'good sharing' and 'good tidying' to highlight the good behaviour they had shown and offered stickers to those who helped. Staff reminded children of the 'thinking spot' as a deterrent for negative behaviours and a way to encourage children to reflect on their actions; the mention of spending time on the thinking spot was effective in positively influencing a child's behaviour.

Staff skilfully manage interactions.

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

Staff structure the sessions to include free play opportunities and adult led activities so that children have choice and are stimulated.

Staff implemented a routine to ensure that children benefitted from different forms of play and that their needs were met. For example, at the beginning of the session, staff set out various resources for the children to use and children were able to freely move between them. Later the children usually spent time playing outdoors, followed by a snack and a story or singing. Staff were responsive to children's cues, for example recognising when children needed to use the toilet, and were quick to provide support when required. Staff said that they planned one adult-led activity each week which tended to be a craft activity that related to a theme or season. Staff had created a display book which included photographs to illustrate the range of activities that the children had participated in. For example, bubble paintings and other messy play activities that involved shaving foam and chocolate mousse. Photos also showed that the children took part in 'welly walks' around the school grounds and various craft activities that they had completed using natural materials, such as leaves and twigs, which they had collected en-route. Staff had not begun to track and record children's development to inform the planning of activities, however, staff had sound knowledge of the children's abilities as they worked with them in the morning nursery class. .

Staff competently promote children's play, learning and development and effectively meet their needs.

### **3. Environment**

#### **Summary**

The service is based in a purpose-built nursery classroom within the ground of Craigfelen Primary School. The toys, resources and equipment are therefore perfectly suited to their needs and stage of development. The benefit of the location is that it provides children with a sense of familiarity and continuity, thus enabling them to settle quickly.

#### **Our findings**

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

Leaders ensure that the premises are well maintained. Risk assessments are carried out to reduce or eliminate risks to children.

The doors to the nursery classroom were kept locked to prevent unauthorised access. A visitors' book was used in the school reception and leaders also kept a separate visitors' record in the classroom. Staff monitored the cleanliness of the toilets during the day, although cleaning of the premises was undertaken daily by the school's contract cleaners. Safety checks and measures were in place: fire extinguishers had recently been maintained and a gas safety check had been undertaken. Risk assessments were in place for the areas used by the service to reduce and/or eliminate potential risks for children; staff visually checked the nursery classroom and outdoor areas prior to the children using them.

Leaders effectively ensure the environment is safe for children.

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

Leaders provide suitable premises, which are child friendly and stimulating. The layout promotes children's independence and is organised to reflect different areas of learning.

The playroom was light and airy with sufficient space for a good range of activities as well as areas for children to relax and reflect. Leaders had ensured that the play areas were well set out for children, with resources within easy reach to encourage choice and independence. The areas were clearly labelled with photos and key words so that children could easily locate resources; storage was at an accessible height. The role play area had been resourced with Christmas themed dressing up outfits and other seasonal items to enhance their play in relation to the topic. We saw suitable equipment including child sized chairs, tables and facilities in the children's bathroom. Children enjoy a large and secure, outside play area with plenty of outdoor resources such as trikes.

Leaders successfully ensure the environment is suitable for children to play and learn.

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

Leaders provide children with a wide range of good quality resources and equipment that suits their interests and supports their learning and development.

Children had access to furniture, equipment and toys that were appropriate for their age, needs and developmental stage. For example, a good variety of resources were stored in



the 'messy play' area which encouraged creativity and the development of fine motor skills like cotton reels, string and Stickle Bricks. The playroom was divided into areas for drawing/mark making, crafts and messy play, numeracy, a 'construction' area, quiet circle time/book area. We saw that toys, resources and equipment were very clean, good quality and in good working condition. Staff kept a list of the toys and resources available so that they knew what was available to use with the children. The outdoor toys and equipment was stored under cover to protect them from the elements. Staff said that they checked equipment periodically to ensure that they were clean and safe for use.

Leaders appropriately provide good quality resources and equipment that are well maintained.

## **4. Leadership and Management**

### **Summary**

The service has recently registered and this was the first inspection. Leaders have high expectations and are keen to provide a good service to parents and children. In the main, the service is well run.

### **Our findings**

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

Leaders create a positive ethos whereby staff and children feel valued. Some amendments are required in relation to information and records to ensure the regulations are fully met.

Staff said that they worked well together as a team and that they felt well supported by the registered person. The service's statement of purpose was an accurate reflection of the service that was provided and contained all of the necessary information. Leaders stated that this was provided to parents when they enquired about using the service. Policies and procedures were in place and leaders were aware of the need to review them regularly. Public liability was in place. The attendance register indicated whether children were present but did not reflect the actual time of arrival and departure as is required by the regulations. Leaders had not obtained a contact, information forms and parental permissions in respect of all of the children who were present during the inspection.

Leadership is adequate.

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

Leaders are aware of the need to evaluate the care they provide in order to provide a good service.

The service had not been required to undertake a quality of care review with parents, children and staff at the time of the inspection as the service had only registered in February 2018. The person in charge said that she was aware of the need to undertake this review on an annual basis and to complete a report which reflected upon the results of the review and had questionnaires in place ready to use. Questions ranged from asking about the opening times to the activities they provide and parents were also invited to make suggestions that would help to improve the wrap around care service. Because the review had not yet been completed, an action plan had also not yet been devised.

Leaders are developing a system for gathering others' views in order to evaluate the care that they provide.

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

The service is staffed by suitably qualified individuals who are able to provide children with a good level of supervision and support.

Staff working within the service held appropriate childcare qualifications. As they also worked within the primary school, children benefitted from staff with training and experience in an education setting. The person in charge had a staff file which evidenced that all of the

checks and information required by the regulations that evidence a robust recruitment process had been undertaken; the other staff member's staff file was held by the school office but a separate one had not been created in relation to the care service. Staff said that they regularly discussed their work and their roles as they worked closely together, although supervision meetings had not been formally recorded. Staff appraisals for the care service roles had not been undertaken yet as the service had not been operating for a year. The person in charge said that she was aware of the requirement for staff to have an appraisal which related solely to their role as a child carer and distinct from their educational role. The attendance registers showed that leaders were ensuring that they were operating a service within their registered conditions by providing care for no more than 20 children at any one time.

Staff and resources are being managed appropriately.

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

On the whole, leaders seek information from parents/carers to ensure that their needs are met.

Staff had obtained contracts, information forms and parental permissions from most of the parents/carers whose children attended the service, except one child who was in attendance. Staff held the parent's contact details and basic information about the child but there was no signed contract or parental permission, such as for emergency medical care. Staff said that they relayed messages verbally with parents/carers; we saw that during collection time staff gave general feedback about how their child had been during the session. The interactions showed that staff had developed a good rapport with parents. The parents of two children who attended said that they found staff approachable and they were happy with the service provided. Although the service was a distinct service, the wrap around club was also very much part of the school community due to its location and staffing. This ensured that children have a strong sense of belonging to the school.

Staff are developing appropriate partnerships with parents/carers.

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

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

None

### **5.2 Recommendations for improvement**

We recommended that leaders:

- consider ways in which further opportunities can be provided to children to develop their self-help skills, such as at snack time;
- keep records in relation to supervision meetings;
- ensure that when medication is given to a child, parents are asked when the last dose was administered and this is recorded on the medication form;
- ensure that contracts, information forms and permission slips are obtained prior to the children starting at the service;
- request from the school any copies of maintenance records/checks that have been undertaken on the areas used by the service for their own records; and
- ensure all staff files are available for inspection.

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

The inspection took place over three hours on 16 November 2018. One inspector carried out this inspection which was part of the planned schedule. Feedback was provided separately on 23 November 2018. 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;
- held conversations with two parents of children attending the service and a questionnaire was left for other parents to fill out and send to us, if they so wished.
- spoke to staff members working for the service and reviewed any completed inspection questionnaires completed by staff;
- 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
- 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](http://www.careinspectorate.wales)

## About the service

Type of care provided	Childrens Day Care Sessional Day Care
Responsible Individual	Alison Williams
Person in charge	Bethan Bibbs
Registered maximum number of places	20
Age range of children	3 to 4 years
Opening hours	12.45pm to 3.15pm, Monday to Friday, term time
Operating Language of the service	Both English and Welsh
Date of previous Care Inspectorate Wales inspection	This was the service's first inspection
Dates of this inspection visit	16 November 2018
Is this a Flying Start service?	No
Is early years 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 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	