



Childcare Inspection Report on

Ty Chwarae Pen Pych - Pen Pych Playhouse

**Pen Pych Community Primary School
Blaenrhondda Road
Blaenrhondda
Treorchy
CF42 5SD**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

09/05/2019

Welsh Government © Crown copyright 2019.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Tŷ Chware Pen Pych Playhouse was registered in March 2018. They provide care for up to 19 children aged between two and five years old. They operate from a designated room within Pen Pych Community Primary School, Treorchy. Care is provided Monday to Friday, between 9am and 11:45am and an afternoon session between 12:30pm and 3pm. An extended session is available between 8:45am and 12:15pm, Monday to Friday. The care is provided through the medium of English with some incidental Welsh. The responsible individual is Lisa Thomas on behalf of Camau Cyntaf i Ddysgu C.B.C and the person in charge is Emma Evans.

Summary

1. Overall assessment

We found that most children attending Tŷ Chwarae Pen Pych Playhouse are happy, settled and enjoy their play and learning. They are cared for by dedicated staff who are fully committed to meeting their individual needs. Children benefit from a thriving environment which is resourceful and stimulating.

2. Improvements

Following the visit, we were forwarded an updated statement of purpose along with evidence showing that the provider had notified CIW of staff changes.

3. Requirements and recommendations

We made recommendations in relation to the environment and leadership and management. These can be viewed in greater detail at the rear of the report.

1. Well-being

Summary

Children at Tŷ Chwaere Pen Pych Playhouse are listened to and are able to make choices. They are happy and settled and thoroughly enjoy their play and learning. They have positive relationships with their carers and feel valued. Children interact well, forming friendships and good behaviours. Children's independence is developing well.

Our findings

During the morning session, children were happy and very well settled. Children chose from a selection of activities, which was set out for them on tables, which included threading laces through shapes, crating pictures using a collection of different coloured glitters, playing in the water tray as well as taking part in free play with a collection of plastic animals. Children followed their own interests, for example changing the use of blocks from building to walking and balancing. During outdoor play, children stood by the plastic climbing structure. The apparatus was wiped dry for them to access the climbing structure and slide.

Some children were a little apprehensive during the afternoon session, however these were new to the setting. Children enjoyed sitting around the table for snack, and enjoyed opportunities to collect their own bowl and spoon along with selecting which fruit they wanted from a collection of bowls. Children showed enjoyment as they played on the tricycles outdoors. We heard chuckling noises as they followed a staff member around the track outdoors and "weeee" as they went down the slide. They showed pride in their achievements with one child excitedly telling others that they were getting a sticker for tidying up and another confidently introducing us to the children in the setting.

Children interacted well with staff members, asking questions and responding eagerly to questions asked during story time. They listened to instructions given by staff and looked to staff for reassurance. Children shared equipment well, for example, they took turns with the glitter pots and also took turns on the tricycles outdoors. Some children happily chatted to us. They reacted well to engagement by staff, excitedly pointing to mini beasts they were asked to find. Nearly all children interacted positively, asking each other to watch them as they played, discussing their activities and singing songs together.

Children washed their hands before snack and after activities with support from staff to ensure they used soap and rinsed their hands properly. Children helped themselves to bowls of fruit and assisted in pouring the drinks from small jugs, as well as tidying their bowls at the end of snack time.

A water dispenser was made available for children to access a drink and we saw children help themselves during both sessions.

2. Care and Development

Summary

Staff keep children safe and healthy and follow policies and procedures. Staff are effective at interacting with children in a positive manner and value their choices. Staff model positive behaviour and provide a range of varied activities.

Our findings

Staff were effective at following hygiene practices and demonstrated a good knowledge of infection control procedures. Staff wore disposable aprons and gloves as they prepared snack for the children and ensured that children washed their hands before snack. Staff had a sound knowledge of children who had allergies, intolerances and dietary needs. This information clearly labelled on the cupboard doors in the food preparation area showing dietary requirements of those children with specific needs. Policies and procedures were followed whilst nappy changing. Staff sanitised the changing mat and changed their gloves and apron in between each nappy change. Staff told us that they promoted the 'Design to Smile' programme by encouraging children to brush their teeth, however we did not see this during the visit as not all children had permissions in place.

Staff provided children with a healthy snack comprising of a selection of fruit and natural yogurt with a choice of milk or water to drink on the day of the visit. Other healthy snacks on the menu included, breadsticks with hummus, carrot sticks and cucumber, sardines on toast and ham and cheese wrap to name a few. A water dispenser was made available for the children to help themselves to a drink throughout the session. Staff were effective at ensuring the dispenser was replenished once empty and replaced the water if a child poured the remains of their cup into the dispenser. Staff supported children's independence well. During snack time, staff encouraged children to collect their own bowls and spoon as well as offering them the opportunity to help themselves to the bowls of chopped fruit and yogurt. Staff provided children with small jugs to pour their drinks independently and encouraged children to return their bowls and cups after they had finished.

Staff help to keep children safe most staff have attended paediatric first aid training and child protection training. Staff are alert to child protection issues and are fully aware of the safeguarding procedures to follow if they have any concerns. This was demonstrated by staff answering questions on how they would deal with certain safeguarding situations within the setting.

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 actively took part in the play outdoors by joining children on the tricycles. They constantly held conversations with the children as they played and showed empathy when children struggled to settle during the afternoon session. Staff were constantly engaged in the children's interactions, for example sitting on the floor during story time.

Staff ensure that a fun environment is on offer for the children and plan activities that promote children's development. For example, children involved in water play used nets to gather items and the staff member reinforced vocabulary as they played. Another activity involved choosing different coloured glitter to create pictures of their choice. Staff have a good knowledge of child development as they mainly hold a level three childcare qualification or above. Key workers carefully ensure that the children's next learning and developmental steps are achieved within their activities in the setting by completing regular observations.

Staff gave plenty of verbal praise as well as stickers for the children's good behaviours whilst eating their food, being kind, and tidying well. Staff provided the children with coats at the end of the session, and provided the opportunity for children to develop independence by encouraging children to attempt to put their own coats on.

3. Environment

Summary

The environment is spacious, well maintained and there is a secure, well resourced outside area. The premises is kept efficiently safe. Risk assessments are carried out regularly. It has a range of resources and equipment to allow children to develop their independence and there is a variety of resources available.

Our findings

The children are cared for in a secure, safe and clean environment. The main room is large and spacious. It has been set up following the Foundation Phase with areas clearly defined and resourced appropriately. Resources and toys were freely accessed from child-sized storage including shelves with transparent boxes and drawers. The room was light and well decorated with bilingual signs, titles and labels and a range of wall displays showed photographs and information about the activities. Suitably sized equipment was provided including tables, chairs, sinks and toilets, however the toilet paper was not kept in a suitable position for independent access by children. The outdoor area is well developed with a construction, music, reading, role-play and sand area.

The main door was kept locked and a visitor's record was in place, which was routinely used to record the times of arrival and departure. The outdoor area was safely enclosed with two access gates kept locked when not in use. Staff positioned themselves at the open gate at the beginning and end of the sessions. Leaders explained that they were planning on increasing the height of the fence surrounding the outside area. Leaders regularly undertook and reviewed risk assessments, however there was no risk assessment in place for the hand dryer. Staff followed and completed a regular cleaning schedule. Leaders ensured regular maintenance and testing of safety and heating equipment.

A wide range of toys and resources were available to children both indoors and outdoors. They were easily accessible and were age and developmentally appropriate. There was a selection of different resources including some natural resources including shells, sticks and logs, some familiar, real life resources including mugs, kitchen utensils and commercially available resources. Diverse and multicultural toys were available and a calendar of multicultural events was used as a part of long term planning. There was also a good selection of outdoor toys and resources including bikes, pallets, slides and different sized balls. Outdoor resources were stored in the shed.

4. Leadership and Management

Summary

Leaders ensure that the service is well run and correctly staffed. They have detailed and clear policies and procedures in place, which are shared with staff and parents. The service meets all required regulations and minimum standards. There is good parent partnership and links with the school.

Our findings

The leaders had a statement of purpose in place, which needed slight amendment to truly reflect the current service on offer. The leader informed us that they were in the process of changing from full day care to sessional care. An updated version was forwarded during the course of inspection, which contained all the necessary information. They ensured the service adhered to regulations and minimum standards and staff had correct qualifications and sufficient number of staff caring for the children. We saw that staff had experience in child care and were supported in their personal development. The responsible individual worked closely with the staff. Staff morale was positive and staff told us they were happy and supported in their roles.

There was no quality of care review available to view during the visit as the leader was in the process of compiling the review as they had been operating for just a year. We viewed review questionnaires completed by parents and the response on these were positive. Comments included, "It's a lovely environment which my child enjoys attending. Staff are friendly and helpful at all times. I'm very happy with the setting" as well as "My son loves attending every day. His speech and learning have improved greatly since he has been attending." The person in charge informed us that children's views are collected verbally due to their age and stage of development.

We checked staff files and found that documentation was in place. Disclosure and Barring Service checks were valid for all staff members. The leaders ensured that staff received regular supervision, which were formally recorded, however there were no supervision records in place to view for the person in charge. Both the person in charge and the responsible individual confirmed that supervisions had taken place. Most staff had all the relevant training up to date which included first aid, food hygiene and child protection.

Leaders obtained detailed information about the children's needs and preferences when they started at the service. Staff were available daily to talk to parents when they brought

their children in and collected them. We spoke to parents who told us how valuable the service was and how much of an impact it had on their child's development. One parent said, "Everything is clearly communicated and I can ask about anything including my child's keyworker. I get letters and the communication is good. Loads of amenities, and good cleanliness."

There is an information board for parents giving information on the policies and other news about the setting.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None as this was their first inspection following registration.

5.2 Recommendations for improvement

We recommended that:

- the leader compiles a risk assessment for the hand dryer;
- toilet roll holders are fitted to the wall as recommended during the registration visit and
- review questionnaires and policies are dated.

6. How we undertook this inspection

This was a full scheduled post registration inspection, which consisted of:

- One visit by two inspectors on 9 May 2019 which lasted a total of four hours and fifty minutes;
- observations of the staff and children;
- discussions with the leaders and staff;
- reading of staff files, children's files, policies and procedures, risk assessments, accident logs and planning documents and
- discussions with parents.

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	Lisa Thomas
Person in charge	Emma Evans
Registered maximum number of places	19
Age range of children	2-5 years
Opening hours	9am-11:30am and 12:30-3pm, Monday to Friday (extended hours session is available between 8:45am and 12:15pm)
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This was their first inspection following registration
Dates of this inspection visit	9 May 2019
Is this a Flying Start service?	Yes
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 is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service.
Additional Information:	

Date Published Wednesday, 3rd July 2019

