



# Childcare Inspection Report on

**Hendre Play Club**

**Hendre Infants School  
St Cenydd Road  
Caerphilly  
CF83 2RP**



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## **Description of the service**

Hendre Play Club is registered with Care Inspectorate Wales (CIW) to provide sessional care for 24 children between two and four years old. The service is open 9am to 12.00pm and 12:20pm to 3:20pm Monday to Friday during school term time. It operates from a classroom in Hendre Infant school, St Cenydd in Caerphilly. There is a Registered Person (RP) who has overall responsibility for the management of the Club and a Person in Charge (PiC) who is responsible for the day to day running of the service. Care is delivered through the English language with use of incidental Welsh.

## **Summary of our findings**

### **1. Overall assessment**

Children benefit from an extensive range of well planned and interesting learning experiences. They receive warm and nurturing care from staff who know them well and who are responsive to their needs. Children are well settled and at ease within the service and make good supportive relationships. The service is very well managed by an experienced manager who is organised and has an innovative and creative approach. There is a good ratio of staff to children which ensures that consistent care is provided. The environment provides children with exceptional opportunities to support their development.

### **2. Improvements**

Recommendations from the previous inspection were completed as a priority at the time.

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

There were no non compliance issues identified at this inspection. Recommendations are recorded in the body and end of the report.

# **1. Well-being**

## **Summary**

Children receive a good quality service which provides warm, nurturing care and positive experiences. They have access to an extensive range of suitable resources and activities which promote their all-round development.

## **Our findings**

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

Children are supported to make their own decisions about how they spend their time at the club. They are able to choose from a wide variety of stimulating opportunities. Children's self-expression is encouraged and we heard staff carefully listening to children and showing interest in their conversations. Staff gave children time to respond to questions and gave positive responses to them which acknowledged and valued their attempts at communication. Examples of this were observed throughout the session when children would approach staff for assistance or to ask a question. All staff were heard to ask the children '*what could we do?*' The children were very happy to explain their ideas about how they thought they could solve the problem. Staff responded in turn with words of encouragement and praise. We saw that most children were able to make appropriate choices because they were familiar with the routines and trusted the staff to help them when needed. All children joined in with circle time activities. Children are encouraged to express their opinions and we saw that they contributed to decisions regarding songs and stories.

Children's confidence is enhanced with the opportunities given to express themselves freely.

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

Children are content and have positive emotional attachments with their carers. Children who are new to the service are provided with the individual close contact needed to feel safe. Children have positive relationships with staff who support them and they were confident that their emotional needs would be met. Children were seen to enjoy their time at the club as a result of the warmth and affection they received from staff. Children felt a sense of belonging to the club and they valued having an individual coat peg with their picture.

Children's emotional well-being is promoted by the individual attention and warm responses they receive.

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

Children are in the early stages of understanding their own feelings and those of the people around them. We saw that some children liked to play alone and that most children cooperated and played with others. We saw that children were able to wait and to take turns during snack time. Most children are developing coping strategies to deal with the times when they have to wait or do something they do not want to do. We saw examples of spontaneous affection shown by some children to their friends and to staff.

Children receive good support to develop emotional resilience.

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

Children are engaged in their play and learning but can also relax and enjoy quiet times. They have the freedom to explore their environment both indoors and outdoors. They are able to concentrate for an appropriate amount of time for their stage of development. They have extended periods of child initiated, uninterrupted play as well as frequent opportunities for adults to play alongside them. We saw that the children had access to a large variety of activities and resources which were appropriate for their age and stage of development. Throughout the session there was a good balance of both self and adult directed play available for children to choose from. We saw that children could join an adult led activity with the freedom to leave for an alternative activity at any time. This led to a very busy but relaxed atmosphere with children engrossed in play and learning of their choosing.

Children enjoy their play and learning at this service that recognises the importance of children's play experiences for their overall development.

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

Children make progress as their development is monitored and activities are planned to help them gain new skills. Children records evidenced that are developing new skills in line with set targets. During free play, we observed that children's independence and development were promoted. Children have access to a good range of experiences which enable them to gain self help skills. The routines and procedures within the sessions are designed to support children to be as independent as possible. We spoke to the PiC about developing the snack time in order to give children further opportunities to develop independence including pouring their own drinks and selecting their snack. Fresh water is available for the children when they choose and the PiC was open to the suggestion of developing a water station to allow the children to access this water independently. Tissues are also stored within easy reach of children who are encouraged by staff to use them as needed.

Children's self esteem and sense of achievement is enhanced with the opportunities provided to develop independence skills.

## **2. Care and Development**

### **Summary**

Staff are well qualified and experienced. They create good opportunities for children to develop a healthy lifestyle and promote children's development by planning a good variety of appropriate activities. They give warm and sensitive care and have consistent and realistic expectations of children.

### **Our findings**

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

Children are kept safe and well because staff implement policies and activities to promote children's health. There is a designated child protection officer and safeguarding training is undertaken by all staff. Records showed that concerns about children were recorded and staff we spoke with said that they were confident regarding the procedure for reporting these to the appropriate agencies. The play group is taking part in the Healthy Snack Award designed to promote and protect all aspects of children's health. Staff help children understand why they need to wash their hands at certain times. Children's specific dietary needs are identified and staff provide healthy snacks and drinks. All staff have attended training in food hygiene and follow appropriate procedures when preparing food. An audit of their infection control has been completed to ensure they are following up to date hygiene procedures. Outside play and other forms of physical activity such as the 'daily mile' is a fun run that forms part of each session to ensure children are active. Staff implement the Caerphilly Healthy Early Years Scheme (HEYs) initiative in which they have achieved accreditation in phase 1. All staff are trained in paediatric first aid and aware of children's specific health needs.

Staff are appropriately trained and implement the required policies and procedures to ensure that children's health and welfare is promoted.

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

Staff have realistic expectations of children and strategies to manage children's social behaviour are age appropriate and positive. Staff work closely together to ensure they have a consistent approach in line with their behaviour policy. Acting as good role models, staff encourage children to undertake tasks such as tidying up and sit with them for their snacks to promote their social skills.

Staff promote positive interactions between the children by working closely together to implement consistent and effective strategies.

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

Staff are motivated, well qualified and keen to promote children's development. Staff work well together and are aware of their individual roles; this helps ensure that the sessions run smoothly, allows them time to engage with children and provide responsive, nurturing care. Children's personal needs are attended to promptly. Staff knew the children well and were sensitive to their different needs, abilities and backgrounds. Children's development is monitored and assessed in order to plan for the next steps in their learning. This is documented for the children and activities are

planned according to children's individual needs. We discussed how this could be further developed by reviewing their current profiles for children. Staff knew when to engage with children, using questioning well to extend children's language skills and encourage children to make their own decisions, and when to allow children to play uninterrupted. Parents we spoke to and their questionnaires indicated that they feel their children are developing well since starting at the group. The PiC is aware of those children who may require extra help and work with parents and the local authority to try and ensure they receive the support they need. The club has signed up for the Caerphilly Road to bilingualism and we recommended that they use this to increase the use of incidental Welsh integrated into the session. Resources help reflect a diverse society and the PiC told us a variety of festivals are celebrated to help give children a multicultural perspective. We recommended that they date all work of the children in their record books.

Staff have the training, experience and the motivation to ensure that children receive a high level of support and their development is promoted.

### **3. Environment**

#### **Summary**

Appropriate systems are in place to ensure that the physical environment is secure and safe. The room used for play is large, stimulating and comfortable. The lay out and range of resources allows children to make choices and follow their interests. Outside is well resourced, interesting and spacious, and allows children to learn new skills and take appropriate risks in their play.

#### **Our findings**

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

The RP ensures children are able to enjoy a safe and secure environment. Maintenance checks for the building and appliances are carried out by the school. The RP ensures that annual risk assessments are reviewed as necessary and that daily checks of the premises are carried out so that any actions required to ensure children's safety take place promptly. Accident records are maintained appropriately. We recommended that these are audited regularly to help identify any recurring accidents with specific children or certain areas of the premises. Emergency evacuation procedures are practised regularly and recorded.

Leaders ensure that the play group provides a safe environment for children.

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

The indoor play space is well organised and child friendly with plenty of room for children to move freely. Areas for different types of play are set out to create interesting spaces for the children. We did recommend that the book area is developed to allow children to see what is available and access with ease. The outside area is safe and enclosed and provides the children with different play experiences such as riding on bikes, and sand and water play. There are large fixed resources including benches, a climbing wall, mud kitchen, large play train and ship.

The RP is keen to ensure that the environment is of a high standard and continually improving.

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

Children have access to a wide range of suitable resources and equipment. There is appropriate furniture for children to sit comfortably to undertake table top activities and eat their snacks. There is a very good range of resources to promote children's learning and development. In general, these are clearly visible, easily accessible to the children and suitably located in the corresponding play area. The play group has some multicultural resources as well as those which reflect the wider society and promote equality. The RP told us that toys are cleaned regularly and rotated with those in storage to help maintain children's interest and there are plans in place to provide additional resources to extend children's learning opportunities.

The RP ensures that the quality of resources and equipment promotes the development of children's skills and knowledge.



## **4. Leadership and Management**

### **Summary**

The management team and staff are committed to providing a very good service for the children at the play club and ensure the development of the service. The views of parents and children are welcomed and influence changes.

### **Our findings**

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

The service is compliant with the Child Minding and Day Care (Wales) Regulations 2010 and actively promotes children's safety, development and well-being. The leadership team have specific responsibilities and work closely together to ensure the service runs effectively. There are comprehensive policies that are understood and implemented by staff and the operational plan demonstrates that the play group is well organised. An accurate picture of the service is provided for parents through the Statement of Purpose, policies and procedures relevant to them. A daily attendance register is maintained for staff and children, although we recommended that the actual times of attendance are recorded. The RP agreed that this would be addressed. She also agreed to update all documentation with the change to name of Care Inspectorate Wales (CIW) and to include the pick up person in all children's registration forms.

The play group is led by an enthusiastic and well organised leadership team who create a positive atmosphere which focuses on ensuring good outcomes for children.

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

The RP take part in a number of quality assurance schemes to help improve the quality of their service. They seek the views of parents and children and we could see that they have acted on the suggestions made. The RP told us they will be undertaking a review of the quality of their care when required by CIW in the form of the SASS and will produce a written report which will be made available to parents. We noted that actions recommended by Environmental Health and HEYs were actioned appropriately in order to improved the quality of the environment and service delivered to children. We recommended that they update their complaints procedure with how children can raise a concern and details CIWs role in dealing with complaints.

The RP draws on improvements identified through quality assurance schemes and the views of parents and children to evaluate the service and plan for improvement.

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

Staff told us they feel well supported and encouraged to develop their professional skills and knowledge to help improve and develop their practice. Recruitment procedures are appropriate to ensure that the staff employed are suitable to care for children. Staff receive supervision and appraisal which gives leaders the opportunity to review staff practice, offer positive comments, and identify any support needed or training required. We recommended that leaders update their training on supervision

and appraisals and complete on a more frequent basis. An induction system is in place which staff told us enabled them to feel confident in their roles.

There are effective procedures in place to recruit and support staff and assist with their development in order to ensure good outcomes for children.

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

The play group works closely with parents to promote good outcomes for children. Parents are invited to share their knowledge about their child before they start so that their child's preferences and needs may be identified and appropriate plans to support them put in place. Parents told us that they there are a number of good communication systems at the play group including regular feedback, newsletters and home school tasks. Parents affirmed they valued the targets that the staff send home for their children as this helps them encourage their child's progress. The RP told us that they have good links with the teachers of the schools where the children attend to ensure that children's developmental needs are well understood and aid their smooth transition into mainstream education.

The play group works effectively with parents and relevant schools to ensure children's well being is promoted.

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

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

None

### **5.2 Recommendations for improvement**

- encourage children to pour their own drinks and select snack;
- develop a water station to allow children to access water independently;
- leaders update their training on supervision and appraisals and complete on a more frequent basis;
- update all documentation with the change to name of Care Inspectorate Wales (CIW);
- update complaints procedure with how children can raise a concern and CIW role in dealing with complaints;
- maintain record of pick up person in all registration form for children;
- date work of children in workbooks;
- increase the use of incidental Welsh ;
- develop the current profiles of children's developmental milestones;
- ensure that the daily attendance register accurately reflects the actual times of attendance for staff and children and
- developed reading area to allow children to see what books are available and access with ease;

## 6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook three visits to the service. The third visit was used to feedback to the management team.

- We observed the children undertaking their activities and the care provided by the staff;
- We spoke with several parents via phone calls , reviewed a sample of CIW questionnaires in order to ascertain their views;
- we looked at an extensive range of records and documents including staff files, accident records, policies and procedures, children's developmental records and children's individual targets;
- we looked at the premises, risk assessments and other documentation relating to safety measures and took account of the security measures in place;
- we spoke with the RP, PiC and staff to obtain their views and clarify information about the running of the play group and future plans as well as considering the information given to us through two CIW staff questionnaires and
- our findings were fed back to the RP and PiC during a third visit to the playgroup and all recommendations were discussed.

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 Full Day Care
Registered Person	Charlotte Harvey
Person in charge	April Pearce
Registered maximum number of places	24
Age range of children	2 - 4 years
Opening hours	Monday to Friday during school term time: 9am to 12.00pm and 12:20pm to 3:20pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	5 November 2015
Dates of this inspection visits	09 May 2018 & 11 May 2018 & 16 May 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: None	