



Childcare Inspection Report on

Pengam Extended Care

**Pengam Primary School
Commercial Street
Pengam
Blackwood
NP12 3ST**



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Description of the service

Pengam Extended Care provides sessional provision for children between the ages of three and four years and is registered with Care Inspectorate Wales (CIW) to care for up to 16 children under the age of 12 years. There is a Registered Person (RP) with overall responsibility for the service and a Person in Charge (PiC) who has been appointed to run the service on a day to day basis. The service operates from 11.45am to 3.10pm, term time only, from a demountable classroom based in the grounds of Pengam Primary School. It is an English speaking service with incidental Welsh used through play.

Summary of our findings

1. Overall assessment

Children have positive play and learning opportunities to promote their development and they have forged strong relationships with their peers and carers. Care practice is good and staff are responsive to the needs of children to ensure that they receive the support they require to develop and thrive. The environment is safe and well maintained and appropriate systems are in place to ensure the smooth running of the service.

2. Improvements

One to one formal supervision and appraisals for staff have been introduced and staff files have been developed.

3. Requirements and recommendations

We have made recommendations under the care and development and leadership themes. These are outlined in the report and summarised at the end.

1. Well-being

Summary

Outcomes for children are positive in relation to their well-being. They have access to a good selection of play and learning experiences and enjoy the activities available to them.

Our findings

1.1 To what extent do children have a voice?

Children are able to speak freely and confidently. We noted that they were active participants in relation to their play choices and able to independently choose their preferred resources and toys. They moved confidently around the base room spending time on different activities. During circle time their opinions were sought; for example, staff asked them *“what (song) shall we start with”*, to which a child replied *“Three little pigs.”*

Children have a voice in the service and their views and opinions are taken into account.

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

Children are settled and comfortable and they are forming positive relationships with their peers and carers. They were warmly welcomed at the beginning of sessions and all the children were familiar with routines of the service. We observed children playing happily together, holding hands, and breaking out into spontaneous singing. They laughed and smiled when playing and enjoyed staff participation in table top activities. They approached staff to ask them questions and received prompt and gentle responses. Strong relationships were evident with both members of staff and it was clear that the children were at ease in their company.

Children enjoy their time at the service and are familiar and comfortable with routines.

1.3 How well do children interact?

Children are developing their social skills in line with their age and stage of development. They happily participated in a group activity and took turns during sand play. During a dance activity they held hands and two children sat happily on the floor moving trains along a track. During play activities children wanted their peers to play with them and invited them to join them. For example, we heard one child ask another *“Do you want to sit on the car with me?”* We also observed children sitting nicely together at circle time.

Children are learning to consider the needs of others and the importance of co-operating with their peers.

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

Children show enjoyment and pleasure in their play and learning activities. They enthusiastically joined in a dance activity with some children shouting *“again, again.”* They picked out musical instruments and strode around the room banging the

instruments, laughing and smiling as they did so. They spent a good length of time on table top activities which included using blocks to construct different designs and drawing different shapes. Some children engaged effectively in constructing a train track and this maintained their attention for some considerable time. During outdoor play they enjoyed ride on equipment and one child enthusiastically enjoyed role playing and instructing other children on road safety.

Children have access to a wide selection of age appropriate play opportunities that sustain their interest, making their time at the service enjoyable.

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

Children are learning to become independent learners and develop their self - help skills in line with their age and stage of development. They used the toilet facilities independently washing and drying their hands without adult assistance. They picked out toys without help and enjoyed helping staff to tidy resources away. One child particularly enjoyed using a small pan and brush to tidy the floor and they discarded the rubbish in a bin. They were confident to play and learn independently seeking support from staff when required.

Children are confident in their play and developing their independence skills.

2. Care and Development

Summary

Children benefit from child care professionals who are responsive to their needs and foster a calm and relaxed atmosphere which is conducive for play and learning. The staff manage interactions in a positive manner and ensure that children's needs are identified and supported effectively.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The staff are aware of their role and responsibilities in relation to children's safety and health. We noted that appropriate infection control measures were in place in relation to cleaning of tables and handling of food. However, at present the service does not implement Public Health Wales Infection, Prevention and Control for Childcare Settings (0 – 5 years) document which gives guidance on good practice in relation to infection control. With regard to children's health requirements, their dietary preferences are identified and relayed to relevant staff and there is an appropriate medication policy and procedure, although no medication has had to be administered in recent times. Children bring packed lunches or have school meals but the service follows Welsh Government guidance in relation to nutrition and offer children a selection of healthy snack options. There is a detailed child protection policy and procedure in place for staff and any concerns are recorded in the concern file/significant event records.

Appropriate working practices and procedures are in place to promote children's safety and health needs.

2.2 How well do practitioners manage interactions?

The staff manage and support children's social development effectively ensuring that they follow the guidance laid out in the behaviour management policy. We noted that they responded positively and appropriately focusing on positive reinforcement and encouragement using gentle reminders to support children's understanding. For example, during a mark making activity a member of staff spoke quietly to children reminding them of the importance of waiting their turn. She then asked the children if they understood to which they responded yes.

Children benefit from staff who support their social development in a calm and gentle manner.

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

The small staff team promote children's play and learning effectively and provide warm and responsive care. They were on hand to support children when required and sat down with children to participate in table top activities. For example, during a craft activity we heard a member of staff say to a child *"What's this bit for?"* *"Want to roll it*

for me a bit more; then I can help you cut it.” There was frequent praise and acknowledgement of children’s achievements, giving children a sense of pride and self – worth as a result. The team plan a good range of play and learning activities and children were suitably occupied during the session. Additionally, staff review the effectiveness of their planning to ensure that the activities available to children meet their needs. Photographic evidence showed that natural materials are used during play and children have opportunities to celebrate key dates such as Remembrance Day, and cultural events to extend their knowledge and understanding of the world around them. Observations and assessments of children are undertaken and their individual needs are identified to plan for the next stage in their development. Welsh was incorporated into the sessions through song and the use of basic Welsh phrases, and children’s participation was encouraged during circle time.

The staff are effective in promoting children’s development and in providing them with a good range of age appropriate activities.

3. Environment

Summary

The service operates from a demountable building in the grounds of the primary school. It is well maintained and offers a good selection of play and learning resources, as well as an outdoor area for physical play.

Our findings

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

Leaders ensure that appropriate safety measures are in place. On arrival, visitors sign in at the school reception. Unnecessary risks to children are identified and as far as possible eliminated with risk assessments completed by school personnel and the service itself. Appropriate safety checks had been completed in relation to fire equipment and fire evacuation drills have been undertaken. These records included the time of the drills and some evaluation as to the effectiveness of the evacuation. Accident records are maintained and they indicated that the nature of accidents were typical of the age and stage of development of children who use the service.

Suitable health and safety procedures are in place to ensure children's safety.

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

There is sufficient space for the number of children the service is registered for. We found that the toilet facilities were easily accessible to children, thereby giving them a good degree of independence with three small hand basins and appropriate hand drying facilities. The base room has sufficient natural light and is decorated to an appropriate standard. There were suitable sized tables and chairs which were used for table top activities and snack time. The room is designed to provide children with different areas for play and learning including a small world area, home corner for imaginary play and space for group/circle time activities and most resources are easily accessible to children. Externally there is an outdoor area with large climbing equipment and space for physical play.

The environment is well maintained, in good decorative order and suitable for the age of children who attend the service.

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

The equipment and resources available are in good working order and age appropriate. We found that there was a plentiful supply of arts and craft materials and a good supply of musical instruments. There were sufficient learning and play materials including jigsaws and small toys such as trains and children also have access to additional resources which are stored in the reception class which adjoins

their base room. The resources are checked daily and those we inspected were in good condition.

Children benefit from a good selection of well maintained play and learning resources.

4. Leadership and Management

Summary

The service is run in an organised and effective manner with appropriate record keeping systems in place. The registered person, Clare Griffiths is also the reception teacher and she has frequent contact with the staff team and is readily on hand to discuss issues which arise.

Our findings

4.1 How effective is leadership?

There are appropriate systems in place to ensure that the service is run effectively. The Statement of Purpose provides parents with sufficient information so they can make an informed decision about its suitability for their child and documents such as the report of the last review of quality of care, registration certificate and operational plan are on display for parents to view. We noted that records of attendance were appropriately maintained and that key information is gathered as part of the pre admission process. There was a substantial policy file but it was unclear when policies had last been reviewed. Furthermore, we also found that some parents had not signed the section in the registration form relating to emergency medical treatment.

Leadership of the service is effective overall. However, improvements could be made in relation to some documentation.

4.2 How effective is self evaluation and planning for improvement?

The service plans for improvements and consults with parents and children as part of this process. An annual review of quality of care report has been completed and a Self Assessment of Service Statement (SASS) has been forwarded to CIW as required by regulations. Questionnaires are sent out to parents to ascertain their views about the service. Children are also consulted as part of this process and the questionnaires designed for them were age appropriate with smiley faces. As the service uses school facilities, regular discussions are held with the Head Teacher for Pengam Primary school regarding plans for the future.

There are appropriate quality assurance processes in place and the service is reviewed and monitored to plan for improvements.

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

The small staff team are managed effectively and supported appropriately so that they are able to carry out their roles and responsibilities. The service has a contract with an organisation that runs a number of registered services. This organisation acts in a consultancy capacity for the service and if required provide additional staff to cover for absences. Due to the number of children currently at the service, only two members of staff are required on a regular basis. They are appropriately qualified and both have up to date paediatric first aid and food safety training. Not all staff documents were available for us to view at our first inspection visit, but these were subsequently

provided. When we examined the staff files we found that both staff received formal one to one supervision and this ensures that they are able to discuss their practice and any matters pertaining to the service.

The staff team are managed effectively.

4.4 How effective are partnerships?

Good partnerships have been forged with parents and the school to facilitate the smooth running of the service. We spoke with a small sample of parents, three in total. They were all very happy with the service provided and the care their children receive. We also received two parent questionnaires. Both questionnaires indicated that parents strongly agree that their children enjoy attending the service and that the physical environment is safe and good for children. Overall, they were more than satisfied with the way the service is run and how staff communicate with them. The link with the school is very strong, as the RP is a teacher at the school and the staff team are in regular communication with the Head Teacher.

Positive partnerships have been formed with parents and the school.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Ensure that policies are dated and reviewed annually or as and when required;
- implement the Public Health Wales Infection Prevention and Control for Child Care Settings (0 – 5 years) and
- ensure that as part of the pre-admission process all parents complete the section in the registration form relating to emergency medical treatment.

6. How we undertook this inspection

This was a full, unannounced inspection carried out as part of our normal schedule of inspections. As part of the inspection process:

- One inspector visited the service on two separate occasions for approximately six hours;
- we spoke to the RP, PiC, staff, children and three parents;
- we observed care practice and interactions including an observation using the Short Observational Framework for Inspection (SOFI) tool. This enables inspectors to capture evidence of children's engagement and the care they receive;
- we examined service documents and records including staff files, contracts, health and safety records and children's files,
- completed a visual inspection of the premises;
- considered information held by CIW including the last inspection report and two parent questionnaires and
- at the end of the inspection we fed back our findings.

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

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Clare Griffiths
Person in charge	Abigail Howells
Registered maximum number of places	16
Age range of children	3 – 4 year olds
Opening hours	11.45am to 3.10pm, Monday to Friday, term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	01 February 2016
Dates of this inspection visit(s)	15 November 2018 and 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. We recommend that the service provider considers Welsh Government's <i>"More Than Just Words follow up strategic guidance for Welsh language in social care."</i>
Additional Information:	