



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru  
Care and Social Services Inspectorate Wales

# Childcare Inspection Report on

**Pontymoile Under Fives and Holiday Club**

**Pontypool Active Living Centre  
Pontypool Park  
Pontypool  
NP4 8AT**



**Date of Publication**

**Tuesday, 24 April 2018**

**Welsh Government © Crown copyright 2018.**

*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](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

## **Description of the service**

Pontymoile under Fives and Holiday Club operates from a self contained unit comprising of two play rooms, a kitchen and bathroom area and is situated in Pontypool Active Living Centre. This is a full day care service, registered since September 2006 to care for 32 children under the age of eight. The group is managed by a voluntary management committee. Isobel Yacomen is the Registered Person (RP) who oversees the service on their behalf. The service employs three Persons in Charge (PiC) who manage the day to day running of the service. During term time care is provided for children under five years of age and during school holidays a holiday club is provided for children aged three to eleven. The service is an approved Early Years Education Provider so is subject to inspection by Estyn. The service also provides care for children aged between two and three years of age under the Welsh Government Flying Start initiative, which is monitored by Torfaen County Borough Council. Care is provided predominantly through the English language with daily use of incidental Welsh.

## **Summary of our findings**

### **1. Overall assessment**

Overall, children benefit from attending a good quality service with well qualified and experienced staff. Interactions are warm and caring and children form good relationships with staff and peers. The environment is warm and welcoming with a good range of quality resources appropriate to the age of the children. Leadership is generally effective although consideration must be given to the holiday club to ensure that there is continuity of management.

### **2. Improvements**

The following improvements have been made since the last inspection:

- Staffing levels meet the required ratios at all times during the day and
- furniture is suitable for the age range of children attending

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

We identified one area of non compliance with Regulations, which were related to the Leadership and Management theme.

Regulation 7(2)(b) – Appointment of a person in charge.

We also made a number of good practice recommendations which are referred to in the body of the report and summarised at the end.

# **1. Well-being**

## **Summary**

Overall, children are happy and settled at the service. There are plenty of opportunities for children to voice their opinions and contribute to ideas for activities. Interactions are positive and children are forming good relationships with staff and peers.

## **Our findings**

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

Children are confident to express themselves because they know they will be listened to. We saw that there were plenty of opportunities throughout the day for children to follow their interests and lead their own learning. Children made appropriate choices because their options were clearly explained to them at the beginning of the session. Children were confident to approach staff to ask for help as they knew their requests would be listened to. We saw that older children attending the holiday club had asked to make a den so that they could have their own space to play games and this was facilitated by staff. They thoroughly enjoyed spending time in it when it was finished. We noted that when older children told staff they weren't quite ready for lunch as they wanted to finish a game, their views were respected. We saw that, with younger children, staff recorded possible opportunities for learning and these included children's ideas about what they would like to learn.

Children are listened to and their ideas are taken into consideration.

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

Children feel safe and happy at the service and their contributions are valued.

We saw that routines at the service were very well established giving children a sense of security. Children were heard joining in with songs and introductions at the beginning and end of the sessions. Whilst talking about the weather, we heard one child telling a member of staff "*You forgot to put the sign up*". This demonstrated that children knew the routines and what to expect. Children felt valued as their work was celebrated and displayed around the rooms. We saw that special pieces of work were displayed in frames and hung on the wall. We were told by the PiC that one frame is intentionally left empty so that children can aspire to having a piece of work displayed. This was a lovely incentive for children and they were very proud of themselves when they had work framed.

Children feel valued at the service because great emphasis is put on praise and celebrating achievements.

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

Children at the service interact well with staff and peers.

We saw that younger children played happily together or alongside each other according to their age and stage of development. During the holiday club, older

children worked co-operatively on the roundabout in the park, reminding each other to keep their feet up. Older children were engaged in a game of monopoly in their den for an extended period. We heard lovely interactions between them and a member of staff who was playing the game with them. Children of all ages were confident to talk to us and one younger child was pleased to share her book and talk about her favourite characters. Younger children were becoming sensitive to the needs of others. When one child fell asleep they all agreed that they must have been tired so they would be quiet and let them sleep.

Interactions are positive and children are forming friendships.

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

Children are provided with interesting and stimulating opportunities.

Children were seen to enjoy the activities provided and were engaged for an appropriate length of time. Older children particularly enjoyed going to the park and playing on the equipment while others enjoyed looking after the younger children, pushing them on the swings and chatting to them. Due to the number of resources available, children had plenty of choice and were able to follow their interests. Younger children had many opportunities for free choice alongside some adult led activities. We observed one younger child playing in the home corner for a prolonged period of time. They thoroughly enjoyed role playing cooking, shopping and serving dinner.

Children enjoy their play and learning because there is good variety and choice available to them.

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

On the whole, children are provided with opportunities to make choices and exercise independence according to their age and stage of development.

Children were able to move freely around the rooms and choose activities they wished to take part in. Resources were stored at low level and labelled, allowing children to access them independently. Children used the toilets independently, if able to, with gentle reminders about hand washing. We saw that all children had individual pegs where they could store their belongings. Older children were able to take risks in a safe environment. We noted that, during holiday club, older children were able to use the larger play equipment in the park which they thoroughly enjoyed. This gave them good opportunities to challenge themselves and be physically active.

Children are developing independence and generally develop well in line with their age and stage of development.

## **2. Care and Development**

### **Summary**

Children are cared for by a well qualified and experienced team. Activity planning is detailed and caters for individual needs. Staff are aware of their responsibilities in keeping children safe and work in line with policies and procedures. Safeguarding takes high priority within the service.

### **Our findings**

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

Staff have a good understanding of the need to keep children safe and healthy.

Staff we spoke to demonstrated a good understanding of key policies and procedures and were seen to work in accordance with these. They had a sound knowledge of safeguarding procedures and who concerns should be referred to. We saw that records of concerns were detailed and effectively monitored demonstrating that safeguarding is given high priority. Staff were aware of the 'Prevent' agenda, which is a government initiative to help recognise signs of extremism and radicalisation and are suitably trained in food hygiene and paediatric first aid. The service does not provide meals but snacks are provided, for which the service has been awarded the Gold Standard Healthy Snack Award. Water was available for children throughout the day. Children also took part in the Designed to Smile program which promotes good dental hygiene. Records we saw showed that accidents were recorded and parents were informed. These were of the typical nature for the age and developmental stage of the children. Planning and daily routines showed that good use is made of the large park where children have opportunities to be physically active on a daily basis.

Overall, staff are committed to keeping children safe and healthy and are suitably trained to do so.

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

Staff manage interactions well and are consistent in their approach.

Staff had a good understanding of the behaviour management policy and were seen to work consistently with it. We heard lots of praise for positive behaviour and good manners. When reminders were needed they were given in a gentle and sympathetic manner which did not disrupt play and learning for example *"Shall I pull that chair out so you can sit on it properly? Remember how to sit on it safely"*. Expectations of behaviour were high and on both days of our visits behaviour was very good, resulting in a calm and pleasant learning environment.

Staff are consistent in their approach to managing interactions and children understand what is expected of them.

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

Staff are nurturing, caring and responsive to individual needs.

Staff acted as good role models and treated children and each other with respect. We heard that good use was made of opportunities for language development in English and Welsh throughout the day and children were questioned effectively in order to develop their thinking and problem solving skills, for example *"Oh dear, there's a gap in the train track. What do you think might happen? What can you do to put it right?"* Activity planning was detailed and showed that activities were differentiated to meet individual needs. Detailed observations of children were seen to be carried out by key workers and these were used to informing planning for next steps in learning. We were told by the PiC that the service makes good use of local authority advisory services and educational psychologists to support children with additional learning needs. We saw that children's home backgrounds and cultures were respected. Children had recently taken part in activities about Chinese New Year. We were told by the PiC that a family who use the service had supported staff in understanding the celebration and planning activities.

Staff provide children with good opportunities to support their development and effectively meet individual needs.

### **3. Environment**

#### **Summary**

Children are cared for in a clean, bright and stimulating environment which is well resourced and furnished. The playrooms are secure and detailed risk assessments ensure that hazards are identified and addressed promptly.

#### **Our findings**

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

Leaders ensure that the environment is safe and meets the National Minimum Standards for Regulated Childcare.

The playrooms are secure, accessed through locked doors. We noted on our first visit that we were not asked to sign in but this had been addressed by the time of the second visit. The PiC showed us a detailed daily timetable for all staff that highlighted the tasks to be completed. This included cleaning and maintenance tasks which were required for the general upkeep of the rooms. The service does not have access to a secure outside play space but very good use is made of the large park surrounding the building. Risk assessments were in place for the outside area, although we recommended that some of these should be reviewed and more detail added, for example the use of the large play equipment during holiday club and walks to the river. Daily attendance registers were seen to be kept and we recommended that these should include more detail such as times of arrival and departure and should include the times that staff are present. Children attending the holiday club had produced their own register. Whilst this was a lovely way of developing independence, we recommended that a formal register is also kept and checked by staff. Fire evacuation records showed that these had been carried out termly.

Parents can be confident that effective systems and procedures are in place to ensure the environment is a safe place for children.

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

Leaders ensure that the environment is suitable for the age range of children in their care and offers a wide range of play and learning opportunities.

The playrooms were well maintained and arranged in the foundation phase areas with continuous provision for areas such as writing, role play and mathematical development. The room was bright and stimulating with lovely displays of children's work and photographs. Resources were stored at low level, allowing children to access resources independently and there were quiet areas where children could relax such as the reading corner and the den. The effective organisation of the room meant that children could move around freely and explore the environment safely. The surrounding park was well utilised to allow children space to run and be physically active. We saw that activities were planned to make use of the outdoors such as painting stones and hiding them around the local area for others to find.



Overall, leaders ensure that the environment is suitable and best use is made of the space available.

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

Leaders ensure that resources are plentiful, of good quality and suitable for the varying ages of the children.

Resources and equipment were varied and in sufficient quantity to ensure that children had good variety and choice. We noted that art and craft materials were replenished as needed. There was a good range of multi cultural and bilingual resources such as dolls, books and puzzles. Resources included natural materials and objects with small parts to develop fine motor control and manipulation skills as well as block play and large equipment such as the den, accessed up a set of steps, to develop gross motor skills.

Overall, leaders ensure that the service is well resourced to provide children with good choice.

## **4. Leadership and Management**

### **Summary**

Leadership and management of the service is generally effective. There are clear roles and responsibilities and effective policies and procedures are in place to ensure the service runs smoothly. However, care must be taken to ensure that there is a named PiC to take responsibility for the holiday club and that management of this service is consistent.

### **Our findings**

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

Overall, leadership is effective and ensures the service runs smoothly on a day to day basis.

There was a clear vision for the service which had been shared with staff and parents. A comprehensive and up to date Statement of Purpose was seen to be in place and provided an accurate picture of what the service offers. A good range of policies and procedures were in place and had been reviewed regularly ensuring that good practice is maintained. Conversations with the RP and PiC demonstrated that they had high expectations and were committed to providing a quality service for the children in their care. They were fully engaged with the inspection process and responsive to the recommendations made during the feedback.

Leadership is generally effective ensuring the service runs smoothly on a daily basis.

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

There are effective systems in place for self evaluation and planning for improvement.

The service has submitted the Self Assessment of Service Statement (SASS) and this has taken into account the views of staff , parents and children. We were told by the PiC that he is currently developing the use of an on-line survey in order to gain feedback about the service. Where improvements were identified, the RP and PiC had clear plans for how and when these will be addressed. We saw that leaders had utilised a number of additional self evaluation tools such as the Early Childhood Environmental Rating Scale (ECERS) to evaluate areas of practice and identify plans for improvement. Conversations with the PiC and RP demonstrated that they are committed to the on-going improvement of the service and have a clear vision for how this can be done.

Leaders use self evaluation tools effectively to identify areas of good practice and inform areas for improvement.

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

Staff are generally managed effectively, however, leaders must ensure that appropriate notifications are made to inform us of the leadership of the holiday club.

Recruitment processes were robust and all staff had undertaken an induction program. There was a comprehensive training program in place which ensured that

training such as paediatric first aid, food hygiene and safeguarding were up to date, Regular staff meetings, supervision and appraisals had been undertaken and records kept. Records showed that the RP had undertaken regular observations of staff and these were used to inform supervision meetings and target setting. We noted that, on the days of our visits, staff to child ratios met the requirements on the National Minimum Standards for Regulated Childcare and we recommended that a register of staff attendance should be kept alongside children's registers to evidence that this is consistent for every session. During our first visit to the holiday club we noted that the PiC was not named for this service but was PiC at another service within the group. We were told that the holiday club is run by a number of PiCs in order to cover staff holidays. Whilst the PiC was well qualified and all necessary checks had been undertaken, we notified the RP that notifications must be made of all management changes and that consideration should be given to the consistency of leadership during holiday clubs. By our second visit this had been rectified. A notification had been made and the Statement of Purpose had been updated and submitted to us, therefore compliance was met .

Overall, staff are managed effectively and have good opportunities for continued professional development, ensuring that knowledge remains up to date.

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

Partnerships are well established and effective.

Staff and leaders have established good relationships with parents. We saw that staff took time to talk to parents and share information about their children. A parent notice board was in place, providing relevant information such as menus and planning. We saw records that showed very good links with outside agencies such as speech and language services, advisory teachers and health visitors.

Leaders ensure that effective partnerships benefit the children in their care.

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

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

None

### **5.2 Areas of non compliance identified at this inspection**

Regulation 7(2)(b) – Appointment of a person in charge.

By the time of our second visit action had been taken to address the issue. A notification had been made to inform us of the additional PiC and the Statement of Purpose had been updated and submitted to us, therefore we have not issued a non-compliance notice.

### **5.3 Recommendations for improvement**

- Notifications of PiCs must be made to ensure compliance with regulations;
- a record should be kept in order to evidence that ratios are maintained;
- consideration should be given to consistency of leadership during holiday club;
- a formal register should be kept of children attending the holiday club and
- risk assessments for trips to the park should be reviewed.

## 6. How we undertook this inspection

One inspector undertook two unannounced inspection visits as part of our normal schedule of inspections. Feedback was provided at the end of the second visit. A total of seven hours was spent at the service. The following methodology was used to gather evidence for this report:

- Observations of care routines and practices;
- discussion with the RP, PiC and staff ;
- conversation with several children;
- visual inspection of both inside and outside play areas;
- consideration of information held by CIW;
- sight of a range of policies and procedures and
- consideration of information held in staff personnel files and children's developmental files.

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)

## 7. About the service

Type of care provided	Childrens Day Care Full Day Care
Registered Person	Isobel Yacomen
Person in charge	Lauren Tudor Andrew Yacomen Isobel Yacomen Joanne Bond Katie Rodway
Registered maximum number of places	32
Age range of children	2 years – 12 years
Opening hours	Under Fives – Term time only Monday – Friday 9.30 – 11.45 / 12.14 – 14.45  Holiday Club Monday – Friday 8.30 – 17.30
Operating Language of the service	English
Date of previous CSSIW inspection	28/29 October 2015
Dates of this inspection visit(s)	22 February 2018 07 March 2018
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	Yes
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 the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's 'More Than Just words' strategic guidance for Welsh language in social care.
Additional Information: None	