



# Childcare Inspection Report on

**Gurnos Playscheme**

**Army Cadets Barracks  
Cwmphil Road  
Lower Cwmtwrch  
Swansea  
SA9 2QA**



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## **Description of the service**

Gurnos Playscheme is based within the Army Cadet Barrack building Gurnos, Lower Cwmtwrch. The service is registered for children aged 3 to under 12 years of age. It operates from 9.00pm to 3.00pm Monday to Friday for one week only from 23 July 2018 to 27 July 2018. The registered person for the service is Edwina Moss and the person in charge on a day to day basis is Angela Moss. The language of the service is English

## **Summary of our findings**

### **1. Overall assessment**

Children have fun and take part in interesting activities. They have a good voice and are confident that they are listened to. Staff interact easily with the children and keep them safe, happy and stimulated. Children benefit from a stimulating indoor and outdoor environment. Leadership and management of the service is generally effective.

### **2. Improvements**

Since the last inspection the following improvements have been made:

- Safeguarding Policy with 'Prevent Duty' and 'Radicalisation' information;
- Statement of Purpose has been updated;
- GDPR in relation to the management of data protection;
- a lockable filing cupboard has been purchased in order to keep all documentation securely;
- a new reference pro forma for new employees has been developed and implemented;
- new staff supervision document has been implemented;
- all policies and procedures were renewed in July 2018;
- new sturdy wooden safety gates/ barriers have been purchased and
- new indoor and outdoor equipment has been purchased

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

None

# **1. Well-being**

## **Summary**

Children speak and express themselves clearly and are confident to communicate with their peers and staff. They confidently make choices and decisions about their activities and play. The children show interest and excitement in their play and thoroughly enjoy the activities and resources on offer.

## **Our findings**

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

Children make choices and decisions and are listened to.

The younger children during outdoor play decided what they wanted to play with from a large selection of toys and resources. They confidently moved from one play area to another and expressed their views quite clearly and several enjoyed playing make believe with dolls and doll's whilst others played with wooden blocks in a "tuff Tray", dinosaur play, arts and crafts, hammer beads as well as large group activities. Other children choose to colour in small groups or play with the "Ello" construction equipment on an individual basis. Children have a good voice at the service.

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

Children are settled and relaxed at the service.

All children cope well with separation from their parents and they turned up excitedly to the sessions. The children were totally at ease at holiday play scheme and eagerly joined in the activities. The children were observed as having good bonds of affection with staff members and chatted to them happily and confidently about their families, days at school prior to the holidays as well as the forthcoming holidays. Children were able to demonstrate their feelings easily to staff and thoroughly enjoyed showing them new skills they had acquired such as pictures they had created as well as their various "Hammer Bead" creations

Children are evidently safe and happy.

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

Children co-operate with their peers and adults.

We saw many examples of children playing together and taking turns. For example the younger children took turns whilst sharing the toys and equipment available such as the dressing up clothes, train tracks, Hammer Beads as well as outdoor equipment such as bats, ball and skipping ropes. The children interacted very well with one and other referring

to themselves as “guys”. Children were observed chatting at snack time about their day at the holiday scheme. Children understood good behaviour and when some children began to chat loudly during indoor play they were informed that they needed to be a “little quitter” and they obliged accordingly.

Children interact eagerly and confidently.

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

Children are engaged in play based activities.

Children enjoyed organised and free play leisure activities and they sustained interest in their activities. The children informed us that they loved coming to after school club to play with their “good friends” with more than one child informing us that “we are all good mates here”. The children were given plenty of opportunity to move around free play activities such as table top games, colouring and array of free play outdoors as well as organised team games such as “Dodge Ball”.

Children show great enthusiasm and enjoyment in their play

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

Children are developing and becoming independent learners

We saw children taking part in various age appropriate activities. The younger children took part in imaginative play when playing with dolls and dolls house, dressing equipment, building train tracks and dinosaur play. The older children had opportunities to develop physical skills as they climbed, balanced, skipped used bat and balls, giant connect four and built dens outdoors. The children moved from activity to activity happily and independently as they had access to them in the form of rotational workstations and were able to access them freely. The children cheered and rallied on their friends during a game of rounder’s with staff members outdoors.

Children have a good variety of play experiences.

## **2. Care and Development**

### **Summary**

Staff keep children safe and healthy. They demonstrate a good awareness of safety issues and implemented good health and safety procedures. Staff manage children's interactions well and show enthusiasm and patience towards the children. They plan age appropriate resources and activities for the children.

### **Our findings**

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

Staff are aware of the service's health and safety procedures.

Staff understood that safeguarding had a high priority. Every staff member had attended training on child protection training and when we talked to them they knew who to approach to raise their concerns. Staff demonstrated that they understood their roles and responsibilities in keeping children safe and healthy. Good hygiene procedures were implemented. For example all children diligently washed hands before snack; tables were wiped down with antibacterial spray. Children brought in their own packed lunch to the service and all staff had provided written reminders to parents and carers to ensure due to the hot weather present at the time that the holiday scheme was operation that no perishable items be included in the children's lunch boxes. Most of the staff had valid paediatric first aid certificates and many had attended first aid at work training as well as food hygiene training. Accidents and incidents were recorded correctly and parents/carers asked to counter sign the relevant documentation. They regularly practised fire drills and records were maintained.

Staff keep children safe and healthy.

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

Staff model good behaviour and use positive methods to manage interactions.

We observed staff interacting positively with the children. For example they chatted enthusiastically to the children about their holidays and favourite activities. They used effective distraction methods when younger children were disrupting the older children as they played with construction toys. We saw them dealing with inappropriate and boisterous behaviour effectively. Staff were very patient with children who were unsure or upset and offered lots of praise when children completed tasks. They ensured that children fully understood what they would be doing in the sessions and constantly asked them for their views and input.

Staff are competent in managing interactions.

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

Staff provide a nurturing, fun and caring environment.

Staff planned a good range of activities and play experiences and session plans were available for the different provisions. During our visit children enjoyed a range of activities both indoor and outdoors. Staff ensured that the routines included active and quiet times. They interacted constantly with the children and the atmosphere was relaxed and welcoming. Staff enthusiastically joined in the children's play. Although English is the main language of the service staff made effort to introduce some basic Welsh phrases into the service such as "Gei I (may I)", "Diolch (thank you)", "os gwelwch yn dda (if I may please)," as well as prompt words such as "sefwch (wait) " and "eisteddwch (sit down)" with several staff members being Welsh speakers.

Staff promote the children's play well by planning interesting and fun activities

### **3. Environment**

#### **Summary**

Premises are safe, clean and secure. There are effective risk assessments in place. The main hall, two teaching rooms, kitchen area, toilets, disabled toilet and enclosed outdoor play area. Children have access to a safe a, secure and enclosed outdoor area. There is a good selection of age appropriate toys and equipment available.

#### **Our findings**

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

The premises are safe and secure.

The Army Cadet Barrack building had recently been refurbished and as a result we found security to be good as all visitors had to sign in at the school's reception area as well as on a signing in sheet specifically for the club. Parents and carers signed children in and out of the service. Comprehensive risk assessments were in place with the last assessment having been completed in July 2018. Daily opening and closing checks were also completed. The checks on the fire safety equipment and portable electrical appliances were current with the next full fire safety check due in April 2019. Premises were well maintained and kept clean.

Leaders are effective at ensuring the safety of the environment.

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

The indoor environment is spacious, well decorated and comfortable.

Leaders had set up different play areas in the form of rotational work stations in the main hall used by the holiday play scheme as its base room. We saw that some of the areas they had created included small world, role play, arts and craft, various construction resources, giant connect four, dolls and dolls house, and a quiet area with books. Children were able to access all the resources independently. The children had access to a large enclosed outdoor playground and grassed area.

Leaders ensure that the environment is fully suitable for children.

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

Children have access to age appropriate equipment and toys.

Leaders provide a good selection of resources for the children. For example we found that there was a selection of choice of paints, papers and other materials for craft activities as well as board games, construction, small world toys, dressing up and home corner toys as well as a very good array of outdoor equipment such as bats, balls, hoops, skipping ropes, chinks as well as some circus skills toys. Leaders told us that they replaced resources as required and that they had a system in place for routinely cleaning the toys and resources.



Leaders actively ensure the quality of resources and equipment

## **4. Leadership and Management**

### **Summary**

Leaders ensure that the service is compliant with the regulations and national minimum standards. Record keeping is organised and leaders had recently updated and reviewed some policies and procedures as well as implementing new ones. Staff recruitment is satisfactory. There are effective procedures in relation to staff training and management.

### **Our findings**

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

Leaders are keen to ensure that the service meets regulations and national minimum standards.

We found that many of the policies and procedures had been reviewed and updated to include the Safeguarding Policy with 'Prevent Duty' and 'Radicalisation' information, as well as the Statement of Purpose. In addition leaders had implemented some new policies and procedures to include:

- GDPR in relation to the management of data protection and
- All policies and procedures had been reviewed in July 2018

The amended Statement of Purpose gave a clear overview of what the service offered. The provider had notified us of any management or staff

Leadership is good.

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

Leaders are constantly developing their service.

Leaders have in place a comprehensive quality assurance system which was last completed in July 2017 with the new and updated quality of care report scheduled for completion in September 2018. Leaders ensure that the views of children parents, carers, and other agencies such as social workers where appropriate are gleaned in completing the quality of care report. Children spoke to at the time of the inspection stated that "I like everything here, my friends are here". Parents and carers spoken to stated that "my child enjoys interacting with the other children", "he loves coming to play with his friends" and "there is a lot to do here".

Leaders are developing their self evaluation of the service.

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

Leaders ensure that there are sufficiently qualified and experienced staff at the service.

We found that the staff members worked well together and every one knew what was expected of them in their role. They told us that they had job descriptions and received

regular supervisions and annual appraisals and felt well supported. We saw examples of completed observation forms as well as examples of the new supervision forms which had been developed by the registered person. We viewed five staff files and found that all the required information had been obtained. We observed that leaders had also implemented a new reference pro forma for new staff members prior to commencement of employment at the service. Leaders ensure that they implement a robust recruitment procedure in relation to staff recruitment.

The majority of the staff members were qualified to level three in child with the person in charge working towards the completion of the Play work qualification. The service demonstrated a commitment to ongoing staff development and offered plenty of training opportunities.

The management of staff is good.

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

Leaders and staff keep parents and carers informed about their child's care.

We heard staff talking to the parents and carers as they came to collect their children. The interactions were relaxed and informative. Some staff spoke to parents and carers in Welsh if that was their preferred language of communication. Information about the service was displayed at the premises. Staff work well in partnership with parents, carers, and local community.

Leaders have good partnership working in place.

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

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

None

### **5.2 Recommendations for improvement**

None

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

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 23 and 25 July for approximately five and a half hours and feedback was provided during a telephone with the provider on 30 July 2018. We:

- inspected a sample of documentation and policies;
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children and staff and
- spoke to parents and carers

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[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Childrens Day Care Out of School Care
Registered Person	Edwina Moss
Person in charge	Angela Moss
Registered maximum number of places	40
Age range of children	From 3 to under 12 years of age
Opening hours	From 9.00am to 3.00pm Monday to Friday from 23 July 2018 to 27 July 2018 only.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	13 August 2012 ( this was because this service has been voluntary suspended until July 2018).
Dates of this inspection visit(s)	23 and 25 July 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. This may be because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language 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'. However, some incidental Welsh is introduced at the serviced
Additional Information:	

