



# Childcare Inspection Report on

## Penderyn Sports and Social Association Playscheme

**Penderyn Community Centre  
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## **Description of the service**

Penderyn Sports and Social Association open access play scheme has been registered since March 2010. It is registered to care for up to 30 children aged five to 12 years of age. It is a local community based service that provides a play scheme for children between the ages of 5 – 14 years. They operate from 9a.m. to 3p.m. during some of the school holidays, and dates are subject to change. They also provide an after school provision on Tuesdays, term time only, between 6p.m. - 8p.m. The scheme operates through the medium of English although Welsh is used frequently.

## **Summary of our findings**

### **1. Overall assessment**

Children are very happy at Penderyn Sports and Social Association Playscheme. They have lots of fun play opportunities and they are engaged and interested in their play. Staff are motivated and enthusiastic and support children well to develop their play and some independence skills. Some health and safety issues require addressing. Leaders provide a suitable, well-resourced indoor and outdoor environment for the children, however some issues were identified. They manage the service to some degree; although some significant improvements are needed in this area.

### **2. Improvements**

After being informed at the inspection visit, the providers have forwarded the following to Care Inspectorate Wales (CIW):

- Public liability insurance details and
- a revised copy of the safeguarding policy, which now includes information on Prevent Duty and the action taken if an allegation is made against the responsible individual or person in charge. However, this document requires further amending as it refers to a 'registered person' throughout.

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

We have advised the responsible individual that improvements are needed in relation to:

- The statement of purpose; this is not fully compliant;
- suitability of workers; no completed staff files are available;
- employment of staff; no supervisions or appraisals have taken place for staff and
- certificate of registration; the registered numbers of children attending has been exceeded on occasion.

We have not issued a non compliance on this occasion, as there was no significant impact or risk to children. We expect the responsible individual to take action to rectify this, and it will be followed up at the next inspection.

We made recommendations to the provider in relation to promoting independence, health and safety, safeguarding awareness, conditions of registration and fire safety. These are detailed at the back of the report.

# **1. Well-being**

## **Summary**

Children feel very safe, happy and valued at this service. They have lots of opportunities to develop their play and learning through exciting and interesting activities. They enjoy their play very much and have some opportunities to develop their independence. They are able to make certain choices and they are confident that they will be listened to.

## **Our findings**

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

Children have some opportunities to make choices and they can be confident that their voices will be listened to.

Children chose what they wanted to do. They freely chose whether they wanted to participate in an activity, in which room to do so and whether to play inside or outdoors. For example, on the day of the visit, we saw children drawing, playing Wii games, 'styling heads', football and ball games which were enjoyed either inside and out. A choice of snack foods was not available to the children. Children were offered toast, and were able to have more if they so wished. During lunchtime, children were offered a choice of DVD to watch, whilst they ate their packed lunches.

Children have a clear voice.

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

Children feel comfortable and relaxed at the club and they know whom they can speak to if they are not happy.

Children told us that they could talk to their friends and the staff if they were worried about something. Children happily and voluntarily chatted with staff and other children in a relaxed and comfortable manner. They were pleased when they were praised for their efforts by staff. For example, children were told, "That's amazing – fab" as they created a painting with stamps. Some children had been attending the playscheme for many years and they were used to the staff and familiar with routines. Children told us they enjoyed watching movies and playing.

Children feel very safe, happy and valued.

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

Children co-operate well. They think about the feelings of others and show kindness.

Children gathered around a child who was upset, and tried to make them feel better. One child said 'ow' and another asked them what was wrong and stroked the child's hair. They were kind to each other overall, and although some children were in the same school together, others attended different schools. However, we could see friendships

were being formed. Children behaved very well throughout our visit. They lined up in an orderly way to get their toast, played games such as football and participated in the sand play co-operatively. Children were polite and respectful of the staff, using manners such as, when a child was offered more toast, they replied "No, thank-you". Children shared dishes of beads when using 'hammer beads' to make pictures, and took turns in using the Wii console. Some children were a little shy, however some chatted to us about what they had done the day before, telling us about the pirate ship they had made with the 'hammer beads'.

Children interact very well.

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

Children are engaged, interested and excited by the activities they do.

Children told us that they enjoyed the activities at the club. The children were able to enjoy physical activities or to engage in art and craft activities. A child told us how much they enjoyed playing in the large hall, and outside in the 'wood area'. Children freely moved between the main play room, large hall and outside area. We heard lots of laughter and children were absorbed in activities of their choosing. Children could choose to play with others, or on their own.

Children really enjoy their play and learning.

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

Children had opportunities to do some things for themselves and to develop their own play.

Children confidently did many tasks independently. For example, we saw children using the toilets independently. When children asked to use the toilet, they were told that they did not need to ask. However, children had to ask for drinks, and were not encouraged to make their own toast rather they were given their buttered toast by staff. The children could not reach the coat hooks, as they were too high for most children to reach. We observed children asking for help, if needed. For example, a child asked a member of staff for help with retrieving a ball, which had been kicked over the 'boundary' area. We saw evidence that children experienced many learning and play opportunities such as exploring the woodland area behind the hall. We heard children and staff talking in Welsh, and a Welsh CD was played in the background. Children were encouraged to re-cycle their packets and food waste from their lunchboxes, and were advised by staff, as to which colour bin to use.

Children develop their play and independence well.

## **2. Care and Development**

### **Summary**

Staff are enthusiastic and they consistently interact with children kindly and positively. Staff do not follow all procedures to keep children healthy and safe. Staff know the children well and effectively promote the development of their play, and individual skills. There are areas of health and safety, which require some improvement

### **Our findings**

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

Staff rarely keep children safe and healthy. Significant improvements are needed.

Staff do not all have evidence that first aid training had been attended. We looked at information kept on five members of staff and found that only one member of staff had a first aid certificate. Staff had taken appropriate action when accidents had occurred and they had kept detailed records, which were signed by parents. Only one member of staff had a current food hygiene certificate on file. Only one staff file contained a certificate on child protection training. When speaking with a member of staff about a child protection scenario, they were not fully clear on appropriate procedures to follow although they were very clear about who the designated person was and the importance of prompt referral of concerns. The service had not registered with the Food Standards Agency to inform them that they were providing food. Staff had not conducted regular fire drills with the children. Staff offered a snack of buttered white toast. Children were initially given a whole slice of toast in their hand, and no plates were given, and they returned to eat it wherever they were playing. A member of staff reminded children to wash their hands, after half the children had had their toast. Staff did remind children to wash their hands before lunch. However, the children sat on the floor to eat from their lunch boxes.

Staff kept the door open to the outdoors throughout our visit and they supported and encouraged children's physical play such as playing football. Staff kept the front door locked to restrict people entering, or children from leaving. However this was not part of the 'open access' remit. Children were given safety instructions, such as perimeters for the woodland area and for playing football outside. However, children were observed climbing on the stacked chairs around the main play room, and an upside down wheelbarrow that had four metal legs protruding which was right beside the children playing football.

Staff do not always keep children safe and healthy.

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

Staff use positive behaviour management techniques. They create a positive atmosphere and they treat children with kindness, boosting their self-esteem.

Staff were enthusiastic about their roles when we spoke with them and it was also evident in their interactions with children that they enjoyed their work. We observed staff reassuring children. For example, when a child was very upset a member of staff stayed with them and gave lots of reassurance, until a family member came to pick them up. Staff spoke with the children in a positive and kind manner. We saw staff handle disputes between children sensitively, including when two children argued over a toy lorry. The staff member encouraged the children to play co-operatively and share the toy. Staff kept a list of children wanting to play on the Wii and this ensured that everyone had a turn. Staff manage interactions well.

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

Staff know the children's needs well and they use their skills to meet these needs. They provide a range of activities to suit different interests and ages and they support the children to develop their own play and skills.

We observed staff encouraging children to develop their own skills and thoughts. Staff made sure that all needs were catered for. For example, they created areas for the children who liked to play quietly in the sand or wanted to play with the 'styling heads'; the children combed and styled the hair with hair clips and bobbles. Staff also had areas where more loud and boisterous play could be enjoyed by children running around outside, inside the sports hall and playing football. Children were asked on arrival at the playscheme, if they spoke Welsh, so that staff could speak to them in their first language. We heard some staff speaking Welsh with children as well as English, for example they were asked to "amser tacluso" (tidy up time). We did not see any toys or activities that promoted cultural awareness.

Staff effectively support children to develop their play and they meet their individual needs well.



### **3. Environment**

#### **Summary**

Leaders provide a very suitable indoor environment and an outdoor environment, which includes an area of woodland to provide rich and natural learning experiences for children. Overall, they ensure that the environment is safe through risk assessments and health and safety procedures. However, the steps leading to the top of the woodland area need to be made safe. Leaders provide varied and plentiful resources to suit a range of interests and needs.

#### **Our findings**

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

Leaders identify and reduce some risks. They have some systems in place to keep the environment secure and safe.

Leaders had written seasonal risk assessments for the club environment as well as for the woodland area; these had been undertaken during the Easter holidays. However, we noted that general risk assessments had not been reviewed since 2015, and were not signed by the person in charge. There was a system in place for regular safety and cleanliness checks through the day and the areas that we saw looked clean and hazard free. Leaders had ensured that the heating system had an up to date safety check. There was a secure system for entry to the club and we signed a visitors' form prior to entering. The outside area was relatively safe, with designated boundaries for areas of play. However, the steps leading up to the woodland required some form of hand rail or rope to hold onto. This would be crucial in wet or icy weather

Leaders ensure some areas of the environment are safe.

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

Leaders provide the facilities that children need and they plan the environment to provide a range of play and recreation opportunities to children of different ages.

Staff provided care within a sports and social club, which consisted of an entrance hall, main play room, a sports hall, kitchen area (no access for children) and male and female toilets. Outside there was an area for children to play football or other games, and the woodland area at the top of the steps. There were different areas set up within the halls including a games area with a Wii games, craft areas, sand trays and a reading corner. Staff ensured children could freely explore the indoor and outdoor environments available to them and they were able to easily access resources, as most of these were visible and stored on their level.

Leaders provide a suitable environment.

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

Leaders provide a range of resources suited to different interests and stages of development. They provide furniture and equipment that suits children's needs.

Staff provided varied resources to children, which allowed them to have a choice. Examples of resources included Lego, boxes of trucks, art and craft items, boxes of books and games such as Twister and beads. The resources and equipment seen appeared clean and in good repair. Children could sit at large tables and chairs to do table top activities. Staff supplied plastic beakers for children to drink from; however, this was not age appropriate for the older children.

Leaders provide good quality resources and equipment.

## **4. Leadership and Management**

### **Summary**

Leaders have good partnerships with parents and communicate well with them. They have minimal systems in place to review and make continuous improvements to the service. Leaders did not have systems in place to make sure recruitment of staff is robust. Likewise, leaders did not provide regular supervision or carry out annual appraisals. At times, leaders were in breach of their conditions of registration as they cared for more children than their registration allowed. **Our findings**

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

Leaders have a statement of purpose in place as well as policies, which are kept under review. However, some improvements are needed in this area.

Leaders had a written statement of purpose, which was shared with parents. However, this did not contain all required information. For example, the registered age range of children cared for, up to the age of 12 years, the facilities available, the routines followed, information on staff or committee members. We read a range of policies, such as confidentiality, privacy including the recent GDPR (data protection) information, behaviour, bullying and safeguarding. However, the safeguarding policy did not include the action the club would take if there were an allegation made against the person in charge, or the responsible individual. They had not referred to the Prevent Duty guidance; the guidance issued around identifying people at risk of radicalisation. Leaders had also not registered with Commissioner's Office (ICO). We saw proof of valid public liability insurance and saw that leaders had a networking policy available.

The leaders do not allow children to leave the premises, and therefore does not meet the conditions of registration as an 'open access' playscheme, which has the ethos of allowing children to come and go as they please. We discussed the need for the leaders to re-consider their registration, and to change the service to a 'holiday playscheme'.

Leadership is adequate.

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

Leaders have a system in place for ongoing review of the quality of care; however, this does not include the views of children and parents.

Leaders had collated information about the service and its developments; however, this only contained staff views. Leaders had produces a report based on these findings. The leaders had submitted part 1 and 2 of CIW's Self Assessment of Service Statement, as required.

Self evaluation and planning for improvement needs some improvement.

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

Leaders do not have completed staff files in place to evidence that robust recruitment checks are undertaken prior to staff commencing work. Staff do not have the opportunity to discuss any issues on a regular one to one basis.

We checked a sample of information for 5 members of staff and we found that the required information was not in place. We found no information about one member of staff, whilst information on two staff contained just a Disclosure and Barring Service (DBS) certificate. One contained one form of identity and one contained almost all the required information, however had no references. Leaders did not conduct regular supervisions for staff in order for them to discuss and highlight any issues or training needs, and no appraisals had taken place. We looked at a sample of attendance records and found that the children's attendance was recorded clearly and that leaders had a system in place to ensure that there were always enough staff caring for the children. However, we found that leaders had cared for more children than they were registered for. The service was registered for 30 children aged five to 12 years. On one occasion, leaders cared for 33 children under 12, on another they cared for 32 under 12, and therefore the service was in breach of their conditions of registration.

Leaders do not always comply with their conditions of registration and management of staff and resources is ineffective.

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

Leaders establish positive partnerships with parents in order to meet the needs of children.

Leaders had sought information from parents about children's needs and preferences, and these were recorded in children's registration forms. However information on allergies and additional needs had not all been signed and dated. Leaders had parents' consent for certain aspects of the care such as the taking of photographs and emergency first aid. Leaders communicated with parents verbally at the club and also gave them information about the service via a closed Facebook page. We heard staff asking parents questions about their child/grandchild, and we saw adults being contacted to pick up a child who remained upset for some time.

Partnerships are effective.

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

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

None

### **5.2 Recommendations for improvement**

We recommended that the responsible individual:

- promotes children's independence at snack time;
- increase choice for children over what they have as a snack;
- consider lowering the coat hooks or use the sports hall hooks;
- provides plates at snack time;
- creates a dedicated eating area, with tables wiped after activities;
- improve hygiene procedures in relation to hand washing
- ensures all allergies and additional needs information is signed by the person in charge;
- promotes healthy eating, where possible;
- informs parents in writing that packed lunches are not stored in the fridge;
- encourage parents to place 'ice packs' in lunch boxes that contain dairy products
- register with the Food Standards Agency;
- ensures staff are aware of the correct procedure in the reporting of a safeguarding incident;
- removes all hazardous items immediately and turn stacked chairs to face the wall;
- consider appropriate cups for children to drink from;
- consider toys and activities that reflect cultural diversity;
- make the steps leading up to the woodland safe;
- conduct and record fire evacuation drills with the children;
- consider if registration with the Information Commissioners Office is needed and if so take appropriate action;
- makes staff aware of the Prevent Duty guidance;

- review the statement of purpose to include all required information.
- informs CIW of persons who have left and who were previously named as person's in charge;
- ensures that there is a ratio of 1 staff with a first aid certificate to every 10 children attending and
- consider changing the category or registration from 'open access' to 'holiday playscheme'.

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

One inspector visited the service on 31 May 2018 for approximately three and a half hours. We:

- inspected a sample of documentation and policies;
- observed practice of children's engagement and the care being provided by staff;
- spoke to the children, some staff, the deputy person in charge and
- gave feedback by telephone to the responsible individual and person in charge on 6 April 2018.

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 Open Access Play Provision
Responsible Individual	Martin Foster
Person in charge	Leah Foster
Registered maximum number of places	30
Age range of children	5 – 12 years
Opening hours	9a.m. to 3p.m. during some of the school holidays, depending on need, and Tuesday 6p.m. - 8p.m. during term time.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	18 August 2014
Dates of this inspection visit	31 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:	