



Childcare Inspection Report on

Dylan's Den

**Treorchy Primary School
Glyncoli Road
Treorchy
CF42 6SA**



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Description of the service

Dylan's Den offers full day care for children from two to 11 years of age and registered with CSSIW in January 2011. They are registered to care for a maximum of 24 children. They operate from buildings situated on the grounds of Treorchy Primary School, Treorchy. Dylan's Den offers a wrap around play group session between the hours of 12pm and 3pm and an after school club between the hours of 3pm and 6pm, Monday to Friday. During school holidays, they offer a holiday club between the hours of 8:30am and 4:30pm. Kathryn Williams is the responsible individual. Lynda Lloyd and Jessica Coburn are the persons in charge. English is the main language of care but incidental Welsh is used.

Summary of our findings

1. Overall assessment

Children attending the service are happy and very settled. They interact positively with each other and their carers and enjoy taking part in the play activities. Staff are experienced and enthusiastic about their roles. Leaders ensure that the environment is safe for the children. Leadership and management is satisfactory; however leaders are very enthusiastic to make improvements. There are good partnerships with parents and the local community. Parents are happy with the service.

2. Improvements

We received an update statement of purpose in line with regulation following the inspection feedback as well as an email notifying Care Inspectorate Wales (CIW) of staff changes.

3. Requirements and recommendations

We recommend:

- children's ideas are implemented into the planning and displayed;
- children's independence is further promoted during snack time;
- children at playgroup are offered a healthy option for snack;
- staff refrain from cleaning the floors of the toilet area whilst children are still present at playgroup;
- risk assessment is completed for water play;
- all accident records are fully completed with dates and signatures;
- staff at playgroup sign in and out daily;
- children, parents and staff views are included in the quality of care review report and
- staff gain an understanding of the 'Prevent Duty' and the safeguarding policy is updated to reflect this.

1. Well-being

Summary

Children are settled and happy. They interact well, are well behaved and enjoy the play opportunities available. They confidently express their views and are comfortable with the staff. They are developing well and although they play independently there are some missed opportunities to develop their self help skills.

Our findings

1.1 To what extent do children have a voice?

Children express themselves confidently and are listened to.

Children confidently chose their activities at the playgroup session and children attending the after school club were also able to choose a variety of activities. We saw them deciding where they wanted to play and with what. For example, children in the playgroup chose where they played throughout the session. We saw children move from area to area, including the role play area, play dough, construction and sand play without restriction. We also heard one child state confidently that he wanted to sing 'days of the week' during circle time and this was acknowledged. Some children in the after school club spent some time outdoors, playing with balls, the climbing structure and creating a den from the materials supplied. We saw children spent some time at the table indoors, colouring pictures and choosing different coloured pencils. Most of the children spoke confidently whilst taking part in a focused activity at the beginning of after school club, which was a science experiment involving ice and a balloon. We heard children respond eagerly. During the after school club session, children stated confidently what they wanted in their wraps, "*Can I have ham please?*"

Overall, children have a strong voice.

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

Children are well settled and approach staff confidently.

We saw that children were confident and well settled. Children moved enthusiastically from one activity to another. Most played independently and were familiar with the routines. For example, they knew that after finishing tidying up it was time to sit for circle time before going home. All children approached the staff confidently for a chat. Parents told us that their children had settled in well.

During the playgroup session we saw a group of children playing together in the reading area. One child stated, "*Oh no she's sad*" as they took part in a role play situation. During the after school session we saw children smiling, laughing and chatting with their friends and with adults. They happily chatted to us and asked what we were doing there. Children

engaged in conversation freely with the staff and told us they felt happy at the club, *"I get to play with my friends. I like it here."* It was evident that the children had formed very good friendships with others.

Children feel very happy and valued.

1.3 How well do children interact?

Children are learning to share and take turns.

The children responded positively to the staff's requests to share and look after the toys. We saw children playing independently and also playing in small groups. They took turns when playing in the sand tray indoors and interacted well with one another. One child asked another, *"Can I do that with you?"* as they played with the equipment in the sand tray. We also saw a group of children taking turns whilst watering the plants outdoors. Children played well together in the playgroup and after school club. During the playgroup session, one child hurt her finger whilst playing and another child sat by her and asked her *"Are you okay?"* We saw the children take their turn to wash their hands and dry them. We heard one child ask another before snack time, *"Do you want to sit by me?"* They all sat throughout snack time in a settled manner and waited their turn for their food. We saw children taking part in a role play situation with one another as they played with the Lego. One child told another, *"You're so silly Mum. Pretend I'm a good girl okay?"* Most children co-operated well with the tidying up of toys.

During the after school session, we saw an older child offer to help the younger child as they used equipment to construct a 3D shape and also heard children share ideas, *"Shall we build a den together?"* During den building outdoors, we heard children support one another with the materials, *"Hit it one way, then I'll hit it the other way okay. That's how we'll do it."* We also saw a group of children look at a collection of books with a staff member.

Children interact well.

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

Children take part in free play and adult led activities.

We saw children express enjoyment and enthusiasm in their free play in the playgroup session. We saw one child dancing around the carpet area, smiling and clapping. There were also lots of giggles and laughing as they took part in water play outdoors. We also observed children taking part in a role play situation with a staff member where they handed her a cup of tea. Children were given opportunities to choose which song they wanted to sing, *"I want days of the week song"* as well as count to 10 in both English and Welsh

during carpet time. Some children were assisted by staff to complete a Humpty Dumpty colouring activity as well as recite the nursery rhyme.

In the after school club session, we saw children take part in a science experiment involving ice and a balloon. Children predicted what would happen and the factors that affected the outcome of the experiment. Children were focused and enthused as they observed and discussed the experiment. We also saw children playing with Lego, colouring, building dens using various materials as well as looking at books and playing with a leap frog laptop. One child told us, *"I like playing with the dolls here."* We observed children building a den outdoors and indoors during the after school club session. One child stated happily, *"We're having a fun time"* and another child told us, *"I like den building. There's so much to choose from."* Children had free choice throughout both sessions and we found that a large group chose to play outdoors during the after school club session, however, they had to return indoors due to the weather being unfavourable.

Children thoroughly enjoy their free play.

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

Children have a good variety of play experiences however would benefit from more opportunities to be independent.

Most children at playgroup made good progress, as reflected by observation notes made by staff. Most counted confidently to ten in Welsh and English. They were also learning about colours, days of the week and weather conditions in both languages. We heard one child say *"I'm picking blue and yellow"* as she coloured a picture. We also saw them playing imaginatively in the role play area and being creative as they coloured pictures and used chalk outdoors for mark making. Children have some opportunities to be independent at snack time, although we found that there were missed opportunities in the playgroup as the staff handed everything to the children. Biscuits were handed to them and they did not have opportunities to help pour their own drinks. Children attending the after school club were also handed everything by staff members; however, some children were independent in clearing their plates after finishing snack.

On the whole children are developing well.

2. Care and Development

Summary

Staff are qualified and experienced and provide children with warm, responsive care. Staff are positive role models and manage children's interactions effectively. Staff treat children fondly and praise them regularly.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are fully aware of the child protection policy and know what to do if they have concerns about children in their care. The after school club offers a range of healthy snacks and both the playgroup and after school club encourages outdoor play.

We saw that staff made sure the children were offered a healthy snack at the after school club such as wraps with either chicken, ham, cheese, tomatoes and cucumber along with fruit or yogurt for dessert and squash or water to drink. Children attending play group were offered digestive biscuits with water or milk to drink. Staff encouraged children to wear their sun hats and helped apply sun cream before going outdoors. We viewed administration of medicine records for the playgroup and found that two of these had not been dated or signed by parents. Staff ensured that children washed their hands before having snack and wiped all tables with an anti bacterial cleaner before and after food. During the playgroup session we saw a staff member clean the floor of the toilets with a mop whilst children were still present. Some children accessed the toilet whilst the floor was still wet from cleaning however, which could potentially have caused children to slip. During the after school club session, staff communicated with each other using a walkie talkie when there was one group outdoors and another indoors. There is a child protection policy in place and they were fully aware of their roles and responsibilities

Staff generally keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff have a consistent approach to managing interactions.

We saw that staff were role models of good behaviour and interacted with children positively. They managed interactions in a patient, calm manner and diffused squabbles effectively through talking to the children at their level. We saw two children squabble over a resource in the water tray. A member of staff responded, "*Shall we share?*" They were responsive and friendly, encouraging children to engage in activities or simply left them to explore their own play ideas. The staff constantly reinforced the rules, for example reminding children about walking indoors rather than running. Staff were effective at reminding and praising children for good behaviour and good manners. We heard staff praise children on several occasions for good manner, "*We love please and thank you.*"

Lovely manners” as well as, *“Well done. Give me a five. That’s amazing.”* Children in playgroup were given stickers as a visual praise before leaving at the end of the session. Staff also explained to the children why they were given a sticker, *“lovely manners today,” as well as, “you sang beautifully, well done.”* During the after school club session we heard staff remind children of the need to be careful as they sat eating their snack, *“Put your feet down lovely. I don’t want you falling.”*

Staff manage interactions effectively.

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

Staff plan a good variety of play and learning activities.

Staff planned age appropriate activities and their current theme was based around the theme ‘nursery rhymes’ in playgroup. Staff constantly interacted with the children thus promoting their language and social development. New observational tick sheets had recently been implemented in playgroup to monitor children’s development and developmental milestones were recorded. We found that staff were familiar with the children’s needs and preferences because they had obtained and discussed this information with parents.

Staff planned a short focused activity to take place at the beginning of after school club before children were provided with free play activities of their choice. Staff ensured that the children experienced a range of activities to promote their imaginative, creative and physical skills in both sessions. During playgroup we heard a staff member encourage a child to be independent by asking her to hang her cardigan on her peg. During a play dough activity, staff encouraged children to count the number of ladybirds they had created, *“How many have you got there now?”* During a colouring activity, staff questioned children effectively promoting colour recognition, *“What colour is that? Green – well done.”* During the after school club session, they allowed children to be creative as they provided them with a box of various materials indoors and outdoors, in which children decided that they would build a den with.

Staff effectively promote children’s play learning and development.

3. Environment

Summary

Leaders provide a safe, welcoming and stimulating environment for the children to play in. Leaders ensure that the environment is clean, secure and well maintained.

Our findings

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

Leaders ensure that children are cared for in a safe, clean and secure environment.

We found that the playgroup room was secure as the gates surrounding the building were locked. No one could access the premises without being admitted by staff. The outside area was fenced off. A visitors' book was in place. Staff practised fire drills regularly for both the playgroup and the after school club. We saw evidence of the heating service check and portable appliance testing on small electrical equipment. Leaders and staff had completed risk assessments on the areas used; however there were no risk assessment completed for the water tray. They completed daily checklists and completed and reviewed their risk assessments as required. Staff told us that toys are deep cleaned and sterilised termly as well as wiped clean regularly in between with anti bacterial wipes.

Leaders fully ensure that the environment is safe for the children.

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

There is sufficient space and facilities to meet the needs of the children.

The playgroup operated from a building on the grounds of Treorchy Primary School and the after school club operated from a hall in a separate building on the same grounds. Different play areas had been set up for the children in playgroup, including a role play area, creative corner, small world play on the carpet area along with a designated area for children to sit and relax on small sofas to look at books and the interactive whiteboard. Staff ensured that resources were accessible and visible at low level to promote independent choice. The building used by the playgroup had sufficient space so children could independently move around the different areas. They also had access to an outside area which was a tarmacked area. The outside area had a plastic caterpillar tunnel, sand and water tray, slide, a variety of ride on toys and a climbing structure. They had also created a planting area using old tyres. A parasol had been put in place to provide shade on sunny days. Children's work was displayed on boards.

The after school club used the hall and the outside area for activities and snack was prepared and provided for the children in the kitchen area. During the visit not all children were able to sit and have snack together due to the size of the kitchen area being quite confined. Resources were stored in an organised cupboard at after school club.

Leaders ensure that the environment is mostly suitable for the 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 in both the playgroup and after school club. For example in the after school club, we found that there was a selection of books in the reading corner, suitable for all ages. There was a good choice of outdoor resources in both the playgroup and after school club. We did not see toys that promoted cultural awareness; however, displays celebrated cultural diversity.

Leaders appropriately ensure the quality of resources and equipment.

4. Leadership and Management

Summary

Leaders have adequate systems and procedures to ensure the smooth running of the service. Staff know their roles and responsibilities and work well as a team. The service's policies reflect the practice and ensure good outcomes for children. Good relationships have been built with parents.

Our findings

4.1 How effective is leadership?

The service has a good team of staff who work well together to ensure that children's needs are met.

We discussed the statement of purpose with the leaders and amendments were needed to this document. For example, to include the procedure of transferring children from playgroup to the after school club at the end of the session, the routines offered, arrangements for dealing with any emergency and greater information on terms and conditions and the admissions policy. An updated statement of purpose was received which was in line with regulation and included a clearer picture of the service offered. We found the paperwork to be organised; however, not all paperwork was available to view at the service as it was kept with the administrators. The service had all the relevant policies in place; however these were not always truly reflective of the service provided, for example The Healthy Eating Policy stated that, "A healthy snack will be provided in accordance with our healthy eating policy"; this was not fully implemented at playgroup during the visit as children were given digestive biscuits. We were told by the leaders that they do offer fruit at times; however feel they do not have the facilities to be able to provide a range of healthy and varied snacks at playgroup. We found that children at after school club were provided with a healthy snack. All the service's policies had recently been reviewed. Leaders had obtained all the necessary information about the children in their care including parental consents for taking of photographs and emergency treatment. Documentation regarding attendance and incident and accident recording was relatively organised, although we found that staff did not always sign in and out on the playgroups registers and as a result these registers did not always reflect accurately the number of staff present. However, we did view a separate record showing which staff members were at playgroup on a daily basis. A copy of this record is kept with the administrators. We also found that not all accident records had been signed for by parents at playgroup. During the visit we found that staff worked well together and were fully aware of their roles and knew the children well. We found that there was a new leader at the playgroup during our visit and the leader had failed to notify Care Inspectorate Wales (CIW) of this. We received information about staff changes following our visit.

Leaders are enthusiastic about their roles and are relatively effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders are committed to improving the service.

Leaders and staff evaluate activities with the children and took their views and opinions into account when planning. Leaders had systems in place to self evaluate the service and we viewed their most recent annual quality of care report; however, the review did not include the views sought. Leaders had obtained feedback from parents and children. Children's views are sought using questionnaires as well as verbally. Parents we spoke to were very positive about the service, for example, *"They are great. I wouldn't be able to work without Dylan's Den"* as well as, *"It's great here. She loves coming."*

Leaders adequately self evaluate the service.

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

Leaders have put in place contingency plans for staff absences.

Staff told us they were very well managed by leaders. We inspected a sample of staff files and found that leaders had completed all of the relevant suitability checks on them. Contingency plans were in place to cover any staff absences. We viewed staff registers at the playgroup and found that not all staff had signed in and out during sessions. Administrators showed us an additional record that recorded staff on a daily basis for playgroup and after school club. This record showed the correct number of staff had been deployed for sessions. From looking at files and having discussion, it was evident that staff receive one-to-one supervision and appraisal meetings. Leaders told us that they discussed training and development needs with staff and had ensured that staff had the opportunity to attend further training.

Leaders are effective in the management of staff.

4.4 How effective are partnerships?

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

Leaders had established an informative notice board in the foyer of the play group. It included photographs and names of staff. Leaders used various methods to share information with parents including the service's Facebook page. Information about the theme and activities was displayed and the policy file, certificate of registration and insurance certificate were also available. We heard staff and parents having relaxed and friendly interactions as the children left the session. Parents told us they were happy with the service and the information they received. One parent told us at playgroup, *"It's excellent. They have really supported my child with his speech and language and it's a fab transition to school."* We received positive feedback in parental questionnaires. One stated,

“The care that my daughter receives at Dragon’s Den since she has been to present is amazing. I also find the activities they do with the children are so focused on general life skills and I’m so impressed and would recommend to anyone.”

They had a good relationship with the local school situated on the same grounds.

Leaders have established good partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None.

5.2 Recommendations for improvement

We recommend:

- children's ideas are implemented into the planning and displayed;
- children's independence is further promoted during snack time;
- children at playgroup are offered a healthy option for snack;
- staff refrain from cleaning the floors of the toilet area whilst children are still present at playgroup;
- risk assessment is completed for water play;
- all accident records are fully completed with dates and signatures;
- staff at playgroup sign in and out daily;
- children, parents and staff views are included in the quality of care review report and
- staff gain an understanding of the prevent duty and the safeguarding policy is updated to reflect this.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections;

- one inspector undertook an unannounced visit to the service on 21 May 2018 for a total of six hours;
- we observed the children and the care they received;
- we spoke to the staff, several children and parents;
- we read the completed children's questionnaires;
- we looked at a wide range of records and documents including staff and children's files, registers, contracts, the statement of purpose, accident logs and the club's policies and procedures; and
- a meeting was held with the administrators to view documents and provide feedback on 8 June 2018.

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
Responsible Individual	Kathryn Williams
Person in charge	Lynda Lloyd Jessica Coburn
Registered maximum number of places	24
Age range of children	2 to 11 years
Opening hours	Playgroup 12pm-3pm Monday to Friday After school club 3pm-6pm Monday to Friday Holiday club 8:30am-4:30pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	6 October 2015
Dates of this inspection visit	21 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. However incidental Welsh was heard during the inspection visit and we also viewed bilingual signage on some displays. We recommend that the service provider considers Welsh Government's More ' <i>Than Just Words follow on strategic guidance for Welsh language in social care</i> '.
Additional Information:	