



Childcare Inspection Report on

Bwlchgwyn Cabin Crew

**Bwlchgwyn CP School
Brymbo Road
Bwlchgwyn
LL11 5UA**



Date of Publication

17 May 2018

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Description of the service

Bwlchgwyn Cabin Crew, Ltd is registered to care for a maximum of 40 children. The club operates from a double portable building in the grounds of Bwlchgwyn County Primary School. It has full access to the outdoor playing areas of the school. Care is provided in a breakfast club, playgroup, nursery plus and after school club as well as a holiday club during some school holidays. The responsible individual is Nicola Roberts (known as the manager). The language of the setting is English with the Welsh language promoted.

Summary of our findings

1. Overall assessment

This is a busy service with active, happy and relaxed children. Practitioners are experienced, qualified and have a good rapport with the children. A varied programme of activities is carefully planned and provided for the benefit of all children. The exceptional, varied environment is safe and suited to the care of children with many facilities and equipment which provides good exercise and also is a stimulating environment, especially outdoors. The leadership and management of the service is supportive, efficient and successful ensuring that children and their families have the best experience.

The holiday club was inspected at this visit.

2. Improvements

In response to the comments of parents, children and practitioners the following improvements have been implemented;

- Children are learning about animals as they help care for a tortoise and fish;
- a robust goal with fence and artificial grass gives children enjoyment as they practice penalty shots;
- the new entrance has ensured greater security and independence from the school ;
- children enjoy weekly workshops after school and
- practitioners have greater clarity about their duties and consistency of care is ensured as a daily tasking sheet is used.

3. Requirements and recommendations

We made two recommendations with regard to paper work under the theme of Care and Development. We received an e mail a week after the inspection with attachments evidencing that both recommendations had been acted upon.

1. Well-being

Summary

Children's well-being is enhanced because they have a strong voice and can choose from a range of activities. They are happy, relaxed and interact well with each other and the practitioners whilst engaging with the interesting activities on offer. Children are developing well as observations, photos and notes show.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak, are listened to and given choices.

Children expressed themselves well and made appropriate choices and decisions because they were aware of the activities available, including making their own creations from junk materials. Children chose what they wanted to do and could go outside whenever they wanted. One child chose to play with some large boxes, using her imagination. Music was played in the background as this had been suggested previously by some children and created a pleasant atmosphere.

Children have a voice and know they are listened to and respected.

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

Children feel secure, happy and valued.

Children were content, spoken to kindly and reassured by practitioners when necessary, for example when they hurt themselves. We heard children laughing often and they had clearly formed friendships with each other and the practitioners. They chatted with each other whilst on the climbing frame / den and others conversed with practitioners around the craft table and when playing outside. Children comfortably approached practitioners, for instance if they needed more craft items and told us they enjoyed coming to the Cabin because of the friendly practitioners. Photos of children around the service and on their pegs helped to give the children a sense of belonging.

Children feel safe, happy, valued and trust the staff.

1.3 How well do children interact?

Children interact very well with each other and the practitioners.

Children chatted delightfully with each other as they played together, sharing toys including cars and electronic games. We observed they were polite with adults, for example, saying thank you at snack time and "please may I have some water." It was a pleasure to see considerate children naturally encouraging a child to play with them.

Children interact very well and have learnt valuable social skills.

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

Children enjoy their play and learning.

Children were highly motivated and engaged in their play and learning. We saw children making models from recycled materials and proudly pointing them out, gaining a sense of achievement. They were able to explore their environment freely and safely. Children had great fun making a den outside and climbing small trees.

Children enjoy the activities provided and have a sense of achievement.

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

Children are learning, developing and becoming independent.

Children had a good variety of experiences including unstructured play enabling them to gain skills and be independent, for example, using scissors and sticky tape, and being creative. Fine motor skills were practiced through making items with Hama beads or making painted pasta jewellery.

Children were able to pursue their own interests such as playing football outside. They were confident and eager to talk about recent events and what they had done. Children independently went to the toilet and washed their hands and practitioners helped if needed.

Children are learning a variety of skills, developing well and are encouraged to become independent.

2. Care and Development

Summary

Practitioners keep children safe and healthy by adhering to a number of policies and procedures. They manage interactions successfully using positive strategies. They are caring, nurturing and responsive to children's needs. A variety of interesting activities is planned and provided to promote children's learning and development. Practitioners meet children's individual needs because they know the children and their families well and have attended necessary training.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Practitioners keep children safe and healthy.

Practitioners understood and implemented policies and procedures for the service. Discussion with a practitioner showed that they knew the safeguarding process to follow should they have concerns about a child. Training certificates evidenced they had completed safeguarding training and the necessary contact numbers were on hand. All practitioners had current First Aid qualifications and accident forms showed incidents were dealt with appropriately and parents were informed and signed the records. Children's injuries can be attended to outside swiftly as an additional and separate first aid pack for outdoors was seen. A whistle and phone also ensure that practitioners could call for help quickly in an emergency, even when the children are playing outside. We recommended recording children's minor injuries on a single sheet for each child. We were sent evidence that this had been done a week after the inspection.

We also suggested minor adjustments to the medication form which had also been corrected and evidence sent in the form of a PDF document. Practitioners ensured that children had the opportunity to be physically active outside whenever they wanted. We observed a healthy snack of fruit and vegetables with toast and water or milk to drink being provided, evidencing practitioners promoted healthy eating principles. Children told us that they always have healthy snacks and we observed the snacks were prepared and served using procedures to avoid cross contamination such as gloves and tongs. Comprehensive records showed that fire drills were conducted regularly and procedures evaluated to ensure children and practitioners know how to safely evacuate the children from the premises in an emergency.

Practitioners ensure that children's health and safety is a priority.

2.2 How well do practitioners manage interactions?

Practitioners manage interactions successfully using positive strategies.

Practitioners promoted positive behaviour well through celebrating good behaviour. They praised children often, for example for saying please, thank you and for helping to tidy toys away. We saw children had learnt social skills as they negotiated with each other when they

made their own games and a den. Practitioners showed respect for children's views and managed behaviour according to the policy in place.

Practitioners manage children's interactions well, helping the children to be co operative and learn social skills.

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

Caring practitioners promote children's learning and development, providing a variety of interesting experiences inside and outdoors.

Practitioners constantly interacted happily with the children, creating a relaxed atmosphere and helping children to engage with activities. Weekly charts were seen detailing activities and special events such as Easter crafts and baking. These evidenced a good variety of ways to engage the children. Children told us they enjoy the interesting activities at the Cabin. Practitioners provided a variety of play spaces and activities inside and outside including computer games and large junk items known as "Loose Parts".

Practitioners met individual needs as they knew the children well, for example they knew about children's allergies and ensured avoidance of certain foods and had provided a separate fridge for one child. Practitioners had also attended training to meet children's medical needs should they arise. Personal details for children had been updated by parents and all practitioners signed to evidence that they had read all the essential information. Developmental records were kept for the younger children but these were not examined in detail at this visit, as it was the holiday club which was operating.

Practitioners promote children's learning through providing a play environment with interesting activities. They meet individual needs as they know the children well and there is a robust system for sharing information with all practitioners.

3. Environment

Summary

Leaders provide a very secure environment and comprehensive and evaluated written risk assessments ensure all practitioners are aware of how to keep children safe. Leaders ensure children are supervised well both inside and outdoors by knowledgeable practitioners. Leaders also ensure the environment is varied, stimulating and suitable for the children attending. The quality and variety of the resources are exceptional.

Our findings

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

Leaders ensure the environment is safe and secure.

All areas inside and outside were safe and there were risk assessments evidencing practitioners knew what the risks were and how to manage them. A full review of risk assessments had been undertaken to ensure the environment was maintained to the best possible standards and was safe. These had been approved by the management committee.

For example, risk assessments had been completed on activities as well as the environment. There were also benefit risk assessment to ensure children could take risks safely, for example when using the fire pit. Children were supervised as they went from one area to another and all visitors were required to sign the visitors' book after being admitted through the outer security gate. Documents showed electrical equipment had been checked for safety. Records showed fire drills had been practiced monthly which is greater than the recommended frequency.

Leaders have robust systems to ensure the environment and activities are safe.

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

Leaders ensure the environment is suitable for the ages of the children attending.

Leaders have ensured there is ample play space both inside and outdoors. Areas of play were set out at child height for them to access easily in two main rooms, and activities were available for older children, for example I Pads and Hama beads, junk modelling and books for older children. Child sized chairs and tables and comfy seating were used in all rooms. There were child sized toilets to enable children to use them independently.

The outdoor space was used to best effect to enable children to benefit from regular exercise and fresh air. We saw children using a variety of areas including an adaptable climbing frame, an area with low trees, a large grassed area with a wooden gazebo, and the latest addition was of a large robust goal and high fence and ball hoop with an artificial grass area which was used for children to practice their goal scoring skills (either football or netball). We also saw large junk items such as a safety gate and foam tubes known as

“Loose Parts” which the children enjoyed using to adapt areas according to their imagination.

Leaders ensure the environment is exceptionally well equipped, child friendly and stimulating.

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

Leaders ensure the resources and equipment are varied, age appropriate, clean and of good quality.

All toys and games were clean and in good order. Equipment and furniture was suited to the ages of children attending, including outdoor equipment such as bats and balls of various sizes. There were plenty of consumables such as painting and craft items. Good use was made of natural and recycled items for the children’s enjoyment.

Leaders successfully ensure the quality and appropriateness of resources and equipment.

4. Leadership and Management

Summary

The leadership is experienced, knowledgeable and strive to provide a quality service. Self evaluation is effective and improvements are made considering all involved. Practitioners are managed well and leaders ensure they have sufficient on going training, support and resources. Partnerships with parents and others are effective for the benefit of the children and their families.

Our findings

4.1 How effective is leadership?

Leaders have a clear vision of the service, which is shared with parents.

Leaders, being the responsible individual, person in charge and management committee, have a sense of purpose and expectations to promote improvement and good outcomes for children. The responsible individual told us the committee is very supportive and meet every half term. We saw documentation to evidence the meaningful involvement of the management committee and the varied and interesting environment was an outcome of this. We observed a happy, competent and well supported workforce. We saw consistent practice throughout the service and practitioners worked well as team. Leaders have always complied swiftly with any recommendations made and ensure legal obligations are met such as public liability insurance.

Leadership has a clear sense of purpose which results in good outcomes for children.

4.2 How effective is self evaluation and planning for improvement?

Leaders promote a positive culture of self evaluation. There is ongoing review and development of the service.

Leaders and practitioners know their service well and promote a positive culture of continuous self evaluation and improvement. Their annual quality of care report contained much information about the service including areas of good practice and plans for improvement. Some areas for improvement had already been acted upon, such as purchasing new items and ensuring all practitioners have accessed Playwork training. Also the recommendations we made relating to aspects of paper work were acted upon within a week and evidence sent to us, which evidenced how ready the leaders are to make improvements.

Leaders know the service well. Strengths and areas for development are recognised and action taken to maintain high standards and constantly improve practice.

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

Leaders have systems in place for managing practitioners and resources.

We inspected a sample of staff files and saw robust recruitment processes were followed ensuring practitioners had the relevant experience and qualifications. All practitioners had current Disclosure and Barring Service checks in place. We also spoke to practitioners who confirmed they had a good experience during their employment. There were documented annual appraisals and supervision notes evidencing regular feedback from practitioners was noted. Leaders had also identified the need for practitioners to attend playwork training. New resources were bought through the committee successfully obtaining grant funding and sometimes through negotiation with the school.

Leaders have effective and successful systems for managing recruitment, identifying training needs and working with practitioners to improve performance.

4.4 How effective are partnerships?

Leaders keep parents informed about the service and have important partnerships with them, the school and other agencies.

Leaders and practitioners were approachable and communicated openly with parents when required. We observed a list of practitioners with their photos on a notice board for parent / carers to see. Parents can speak to practitioners daily and have an opportunity to feedback their opinions annually in writing using a questionnaire. We saw many thank you cards from parents and children indicating satisfaction with the service. Leaders also communicate and work with the school for example, the new goal outside had been purchased in partnership with the school. Some practitioners also work in the school and have a good knowledge of the families who use the service. The Wrexham Family Information Service was used to access training and information.

Leaders ensure partnerships with parents and others benefit the children and have positive outcomes for them and their families.

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:

- Minor injuries are recorded on individual pages for each child and documentation was sent within a week evidencing that this has been done and
- We asked that adjustments are made to the medication form so that parents additionally sign to acknowledge receipt of the information about which doses have been given. Evidence was sent within a week that this has also been attended to.

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 5 April 2018 from 9.00 – 13.00.

We:

- Inspected a sample of documents and policies;
- observed practices and completed observations to capture evidence of children's engagement and the care being provided by practitioners;
- spoke to the children and two practitioners;
- inspected the areas used and reported our findings to the responsible individual.

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

www.careinspectorate.wales

About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Nicola Roberts
Person in charge	Leanne Price
Registered maximum number of places	40
Age range of children	2 – 12 years
Opening hours	Monday to Friday from 07.45 - 09.00 and 11.30 - 18.00 during school term times and 8.15 - 17.30 during holidays
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	5 May 2016
Dates of this inspection visit(s)	05 April 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?	No This service does not provide an 'Active offer' of the Welsh language. This is 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.
Additional Information:	
None	