



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

Childcare Inspection Report on

Dragonflies Out of School Playcare Limited

**Dragonflies Room
Lakeside Primary School
Ontario Way
Cyncoed
CF23 6HB**



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Description of the service

Dragonflies Out of School Playcare Limited is located in the Cyncoed area of Cardiff. Dragonflies Out of School Playcare Limited is registered to provide the service. Katherine Watkins and Sarah Gardner are the Responsible Individuals on behalf of the limited company and there is a Person in Charge of the service on a day to day basis. At the time of this inspection, the service had requested to increase its registered capacity from 35 children to 59, and this change was pending. The service operates before and after the school day in term time and also provides holiday care in the school holidays. This is an English language service which includes some incidental Welsh in the provision.

Summary of our findings

1. Overall assessment

Children are generally happy and content because they enjoy the activities available to them. However, some children do not always pay sufficient heed to staff and unwanted behaviour arises from this. Staff have an understanding of children's individual needs and are generally able to meet them, but they require additional strategies to help them manage children's behaviour and it must be ensured all staff can recognise and respond appropriately to child protection concerns. Children benefit from a welcoming environment and a suitable range of resources. However, the management of risk in the environment is not effective, so we cannot be confident children are safe. In the main, this is a well managed service which is clear in its policies and reviews the quality of care provided on an annual basis. However, there are also areas where it does not meet its legal responsibilities under the regulations.

2. Improvements

Since the last inspection, the service has acquired additional resources, including a tent for role play, bean bags to create a comfortable area for children to relax and new board games and toys, all requested by the children. Additional space has been secured which has allowed the club to increase its capacity. Sports coaches have also been introduced to enhance the provision and we saw children enjoy this during the inspection.

3. Requirements and recommendations

At this inspection, we found the service was not meeting its legal responsibilities in relation to:

- assessing and mitigating risk;
- working in line with the Statement of Purpose; and
- maintaining records of staff caring for children.

On this occasion we have not issued a Non-Compliance Notice as we were assured that these matters would be addressed immediately.

We also made recommendations in relation to the structure of the session and how this might be impacting negatively on behaviour, a lack of clear recording around safeguarding concerns, and not ensuring parents sign accident and incident records.

1. Well-being

Summary

Children have choices in this service, and are able to influence the activities that are provided for them by staff. Children are able to be independent, but are also supported when necessary. In the main, children are happy and engaged in the activities available. However, children sometimes become bored due to the current routines in place and the management of the behaviour of peers.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak and express themselves, and this is valued by staff. Children have free choice over the activities they choose to engage in, either from the selection made available by staff or from stored resources which they can ask to have out. We saw children make their own choices of playing with dolls, making a den out of new cushions and beanbags, and requesting that board games be brought out. We saw children ask to make fans because it was a very hot day. This was not a planned activity but a member of staff was happy to facilitate this, finding lots of resources with which the children could decorate their fans. Children are also able to make choices on a daily basis about what they have for snack. A large selection of options is available each day and children can access this buffet-style, taking the elements they want on that day. Children are able to contribute their ideas about the activities available to them. The Person in Charge explained to us that they hold children's meetings once a month. The children run the meetings and it is a forum in which they can raise ideas for activity planning for the following month and new resources they would like to see in the service. The Person in Charge said these meetings work well and are a valuable way of ensuring that activity planning is influenced by the children.

Children have a voice in this service.

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

Children are secure, comfortable, happy and relaxed in the care of this service. In the main, the children are happy and they smile and laugh whilst they are playing. However, we also saw that some children appeared bored at times and not fully engaged in activities. Children are forming friendships with their peers, and we saw them seek out others to play with, asking for each other by name. We also saw instances of older children looking out for younger children and getting them to join in with play if they seemed hesitant or unsure. An older child sat and coloured with a younger child for an extended period because that younger child did not want to play

outside with the majority of the other children. We saw a group of children negotiate their play when they decided to build a den and they had to co-operate well in order for the den building to work out. Children are confident to approach staff when necessary, and we saw some children enjoy chatting with staff as they completed creative and craft-based activities.

Children in this service are forming friendships, are well settled, largely happy and confident.

1.3 How well do children interact?

In the main, children co-operate and take turns whilst playing. However, we found that an atmosphere of respect for staff had not been fostered. When we observed the children in free play, we saw that they largely got along well with each other and, in the interest of engaging with the activity they wanted to, paid attention to the staff assisting with the activity. However, we saw that many children paid little attention to staff outside of times of free play, particularly when staff were addressing the whole group. We discussed our observations with the Person in Charge and the Responsible Individual and both said they had made similar observations themselves and that the Person in Charge was considering strategies to improve the situation. We discussed that children seemed least responsive to staff during times of transition and when the routine of the session meant they had been sat waiting for extended periods. We therefore recommend that the routine of the day be reconsidered to try to help this and for staff to be conscious of managing times of transition effectively.

Children are able to co-operate with their peers in play, but they do not always choose to follow instructions and work with staff.

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

Children are interested and excited by some of the activities in which they engage. However, the routine of the day creates extended times where children cannot play and they become bored. We saw children engage in a variety of games outdoors, including parachute games, rounders, playing with water pistols (as it was a particularly hot day), and ball games run by outside coaches. Children also happily engaged in free choice activities indoors, such as craft and role play. When they were engaged in play, we saw that they all appeared happy and content, laughing and smiling as they played. However, we also saw that some children appeared bored at times and when we asked them what they wanted to do they replied there wasn't anything they wanted to do. Children also became significantly bored during a 20 minute wait between being asked to be seated at snack tables and snack being served on one of the days we visited. Children we spoke to told us that their favourite

thing to do was to play games outside, particularly with the outside coaches who come in on a regular basis. The Person in Charge reiterated to us that many of the children are very active and love to be outside, and so they are sure to include this as often as is possible.

Children generally enjoy the activities made available to them and are able to sustain interest in them. On occasions more could be done to ensure all children are able to engage.

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

Children are largely independent and have opportunities to develop skills. Many of the children who attend this service also attend school full time, and so are already fairly independent. This is supported by the toilets being adjacent to the playroom so children can go to them independently when they want. Children are also able to serve themselves from a buffet-style snack which allows them to make choices over what they want to eat and how much. Water and cups are available within the playroom for children to serve themselves water whenever they want. A small number of the children attending the service are pre-school age (they attend the school's nursery class) and these children are appropriately supported by staff when necessary. Activities provided help children to develop a range of skills, from gross motor and sports skills in the outdoors activities, to fine motor control for young children in a cutting and sticking activity.

Children are able to be independent in this service, appropriate to their age and abilities.

2. Care and Development

Summary

Children and parents benefit from staff who have an understanding of individual children and are generally able to meet their needs. They provide activities which meet children's interests and abilities. In general, staff are able to support children to remain safe and healthy at the service because they understand the services policies and their responsibilities. However, we found this was not the case for understanding and responding to child protection concerns, and this must be addressed. Additional strategies are also required to help staff manage children's behaviour effectively.

Our findings

2.1 How well do practitioners keep children safe and healthy?

In the main, staff are able to ensure that the service's policies and procedures are implemented to support the health, safety and wellbeing of the children in their care. Good hygiene is promoted at the service. Children were encouraged to wash their hands before snack and they were reminded to use the serving tongs and spoons when picking their snack from the selection available. The service is registered with Environmental Health as a food business and the hospital has received a four star rating. The service achieved the Gold Standard Healthy Snack Award for the first time in March 2017. We observed snack time during our visits. The buffet-style selection included cheese, ham, salami, crackers, breadstick, humus, cucumber and carrot sticks, cherry tomatoes and apple slices. Water is freely available throughout the session.

Records showed that fire drills are conducted once per half term to ensure children understand how to react in an emergency. There is a system in place to record accidents and incidents that occur, as well as any medication that is administered to children. We noted that the storage of these records was not clear as a number of incident records were mislabelled as accident records, and they were not stored in a manner which meant they could be audited easily. This should be addressed.

An appropriate Child Protection policy is in place, and staff we spoke to were able to tell us that they would report any concerns they had about a child to their manager. However, we found two incident records which described incidents of a safeguarding nature, but it was not apparent that staff had recognised the potential child protection concerns within the situation. It was noted that parents had been spoken to but no record was evident of that discussion and no justification was recorded as to why it had been decided that the incidents did not warrant referral to Children's Services for their investigation. These recordings did not follow the instructions detailed in the

service's Child Protection policy and did not demonstrate robustly that staff acted appropriately to safeguard children. It must be ensured that all recordings relating to child protection concerns include complete information. It must also be ensured that staff have sufficient understanding of Child Protection to always recognise and respond appropriately to safeguarding concerns, and additional training may be necessary to ensure this.

In the main, the service keeps children safe through staff understanding of the service's policies and procedures. However, the management of safeguarding concerns must be given urgent consideration to ensure children's safety.

2.2 How well do practitioners manage interactions?

Staff do not always employ a consistent and positive approach to behaviour management, and this means that their management of behaviour is sometimes ineffective. Although no significant issues of unwanted behaviour arose during our visits, we found that the atmosphere within the service was often chaotic and that children did not pay sufficient heed to staff. This appeared to stem from disorganisation within the routine of the session which did not lend itself to a calm atmosphere. We saw children become very frustrated and bored whilst waiting for snack, and on one of the days we visited, children did not begin activities until 4:25 due to the time it took for the children to come in to the service, settle and for snack to be served and cleared away. We saw that they did not quieten down when requested so that staff could explain what activities were available, and we saw that some children wandered around during this time, ignoring the requests of staff to be seated. Some children showed little respect for staff, rolling their eyes behind their backs and disregarding requests such as to stop swinging on their chairs. We saw that as children's behaviour deteriorated in these times, staff required additional strategies to manage this. We discussed this with the Person in Charge and the Responsible Individual who told us that the management of behaviour had already been highlighted as an issue within the service and they had begun to employ a traffic light system and rewards system to deal with the matter. We recommend that the structure of the session is reconsidered to eliminate the situations which affect children's behaviour negatively. Staff would also benefit from additional behaviour management strategies to support them.

More needs to be done to ensure that children's behaviour does not negatively impact on other's experience of the service.

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

Staff provide a caring environment in which children feel comfortable. Staff are generally friendly and approachable. We saw many occasions where staff and children were keen to chat together about what they had been doing that day, exciting things that had happened at the weekend or the activity they were engaging in. Children appeared to enjoy these times and these staff seemed genuinely interested in what the children felt and what they had to say. However, we saw an occasion at snack time where two staff who were not a part of the core staffing team provided almost no interaction with children who were waiting for snack to be served. One sat at a table with children and one perched on another table, but neither spoke with the children to try to make it a social experience or attempt to stop them misbehaving when they became bored. A third member of staff sat with another table of children during this time and chatted very happily with them, as well as trying to talk to children on other tables to keep them interested, but this was difficult for her.

Staff appeared to have a good awareness of children's individual needs. They were able to tell us about the preferred activities of children, and any additional needs children have that they support. At snack time, we also saw that staff had a good awareness of dietary needs as well as children's preferences.

The Person in Charge described to us how activities are planned. She told us that she plans a selection of activities for each day based on upcoming events and the children's interests. The views of children expressed through their monthly meetings are included, as well as any requests children make on a day to day basis. The planning system in place encourages staff to acknowledge which activities were child led or requested by children and this is used to help develop further activity planning. The Person in Charge also told us that she had just introduced Learning Journeys which contain photos and examples of children's work and will be given to the children as a memento of their time at the club when they leave. Our observations showed that incidental Welsh is included in interactions, such as please and thank you.

Staff are mostly able to meet children's needs and provide an appropriate caring environment.

3. Environment

Summary

Children benefit from an environment which is clean and welcoming, with good access to outdoor play. The benefit from a suitable range of resources which are appropriately maintained. However, we cannot be confident the environment is safe because the process of assessing and addressing risk is not effective. The service is failing to meet its legal responsibilities under the regulations in this respect.

Our findings

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

Children are cared for in a clean and secure environment. However, risk is not well assessed and so unnecessary risks to the safety of children exist within the environment. The security of the premises is good, with a secure front door controlled by staff. Our observations of the supervision of children when playing outside was that it was appropriate, and all of the parents that we observed collecting their children made themselves known to a member of staff so the attendance register could be updated. The provider ensures that the cleaning routines at the service reflect good hygiene practice and effective infection control. We observed the staff implement the cleaning rotas to close down the playroom at the end of each session. We reviewed safety records and found that the service's Public Liability Insurance, periodic electrical safety certificate and annual gas safety certificate were up to date. A fire risk assessment is in place and records show that fire drills have been conducted on a regular basis.

We examined the risk assessments in place for the service and found them to be inadequate. They were generic risk assessments which were not specific to the premises and so did not identify any risks specific to the premises. We identified the following risks which must be addressed: the room temperature not being monitored so that action can be taken if the room becomes too hot or too cold (the Responsible Individual provided a room thermometer during our inspection to begin the process of monitoring temperatures); an old television on the floor in the playroom that was awaiting disposal; an unsecured flat screen television has been placed on an unstable unit; and electric fan heaters are balanced on windowsills. A daily checklist is completed by the Person in Charge but it is not specific to the premises and is being completed despite some of the items being incorrect, such as confirming radiators are covered when they are not. The risks present within the room suggest there is little dynamic risk assessment being undertaken by staff and the risk assessments in place do not support them to ensure children are cared for in a safe environment. The service is failing to meet its legal responsibilities to safety under the regulations.

However, on this occasion we have not issued a Non-Compliance Notice because the Responsible Individual assured us that the matter would be addressed promptly.

Children benefit from premises which are secure and maintained hygienically by staff. However, we cannot be confident children are safe due to the unnecessary risks present and the lack of appropriate risk assessment.

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

Children benefit from an environment that is welcoming, friendly, and provides an interesting play space. The playroom is decorated attractively. One whole wall holds a display of children's art and craft work. There is also craft hanging from the ceiling. Photographs and children's birthdays are displayed and we saw children looking at the photos displayed and finding themselves and their friends. The room has been developed to provide different play areas, such as a comfortable corner where children can relax, an area with small world and construction toys, and a role play corner. They are also tables available for table-top activities such as crafts and board games. Children are able to influence the play space because the Person in Charge told us that the children had requested bean bags be added to the quiet area to make it more comfortable and these were provided. Outside, the children can access the playing field and the school playground to play games and these spaces are adjacent to the playroom so children are often able to move freely between these spaces. The premises appear to be in a sound state of repair and the Person in Charge told us that she is able to report issues to the caretaker to be addressed.

The environment is suitable to the needs of the children who attend the service.

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

Children have access to a good range of toys and equipment that they are interested in and which meet their needs. A cosy area is available with soft chairs and bean bags where children can rest if they need to, and we saw several children using this space to rest away from the main activities because they were tired. There are two pool tables in the room and the Person in Charge told us that these are very popular with the older children. There is a good selection of resources available to children to freely access, including a well resourced role play kitchen, a tent, dressing up, soft toys, cars with a garage and car mat, dinosaurs, Lego, K'nex, books, board games and a television with DVD's and games consoles. Additional resources are stored in large cupboards and staff rotate these activities so that children have a good variety.

The variety of resources available meets the needs of the children attending.

4. Leadership and Management

Summary

Children and parents benefit from a reliable service that is generally well organised. Suitable policies are in place which outline the service and this ensures that parents have sufficient information available to them to make an informed choice about using the service. However, there are isolated areas in which the service is not meeting its legal responsibilities under the regulations and these must be addressed.

Our findings

4.1 How effective is leadership?

In the main, children and parents benefit from a well run and planned service. However, there are elements of the service which do not meet the requirements of the regulations and National Minimum Standards. The service has a Statement of Purpose which the Responsible Individual told us is shared with parents. The Statement of Purpose is clear and contains the information required by National Minimum Standard 1. However, we found that the service is not operating in line with its Statement of Purpose. The Statement of Purpose details the opening hours of the provision. An audit of registers showed that the service routinely accepted children into their care 15 minutes prior to the opening time detailed in the Statement of Purpose. The service is therefore not meeting its legal responsibilities under the regulations. However, we have not issued a Non-Compliance Notice on this occasion because the Responsible Individual gave us assurances that the matter would be addressed immediately.

We examined the Dragonflies Out of School Playcare Ltd. policies and found them to be clear, up to date, and to contain all necessary information. Records showed they were kept under regular review. There is a system in place to record accidents and incidents. We examined the children's attendance register and found that they had not always been maintained appropriately, because not all children had been signed out. Consequently the service had not always met its legal responsibilities under the regulations. However, we have not issued a Non-Compliance Notice on this occasion because the Responsible Individual informed us that they were already aware that not all children were being signed out and they had introduced a system to address this.

Parents can be confident the provision is well run through sound leadership and management. However, there are elements of the service where insufficient due care and attention has been paid to the requirements of the regulations and National Minimum Standards.

4.2 How effective is self evaluation and planning for improvement?

There is a system in place to ensure that formal consultation is undertaken with parents, staff and children on an annual basis. We saw the report of the most recent review (dated February 2017) and found it to be a comprehensive report of the review that had been undertaken, acknowledging the findings of the consultations with parents, staff and children and identifying improvements needed in the service.

The service draws on the views of parents, children and staff, as well as relevant external agencies, to inform plans for improvements to the service.

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

Staff are managed effectively. Appropriate pre-employment checks are obtained on staff before they begin working in the service and records of these are available. On the day of the inspection, the staff present were sufficiently qualified. However, it is not possible to confirm that is the case each day through auditing records because not all staff had reliably signed in the attendance register when they work. The service must be able to demonstrate that sufficient, qualified staff are caring for children each day. The Responsible Individual told us the matter of not all staff signing in would be addressed promptly. During the inspection, a sufficient proportion of staff were trained in paediatric first aid, and there is a system in place to ensure these certificates are renewed when necessary. Most staff have also attended training in child protection and food hygiene. A system is in place for staff to receive annual appraisals and individual supervision sessions are undertaken with staff once each half term.

The management of staff and resources is sufficiently effective to secure appropriate outcomes for the children attending the service, although improvements are needed to ensure the service can demonstrate that there are sufficient, and sufficiently qualified staff to care for children.

4.4 How effective are partnerships?

Parents and children's expectations about the service are matched by their experience. Parents who we spoke to confirmed they were satisfied with the communication in place between the service and themselves. They confirmed they were made aware of the service's policies when their children started, and that they receive sufficient information about their children on a daily basis. We saw a parents' notice board which displayed useful information for parents, such as the service's Statement of Purpose and most recent Quality of Care Review.

The service is clear about its role and responsibilities to establish clear communication with parents.

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

We found that the service is not compliant with Regulation 25(c) – Hazards and safety. This is because there were unnecessary risks in the environment, and the recorded risk assessment were not specific to the environment this service operates from. On this occasion we have not issued a Non-Compliance Notice as we were assured that this matter would be addressed promptly.

We found that the service is not compliant with Regulation 15(2) – Statement of Purpose. This is because the service was operating outside of the hours of operation detailed in the Statement of Purpose. On this occasion we have not issued a Non-Compliance Notice as we were assured that this matter would be addressed immediately.

We found that the service is not compliant with Regulation 30(1)(a) – Keeping of records. This is because the records of staff working were not complete, because not all staff were signing in. It was therefore impossible to demonstrate that sufficient suitably qualified staff were caring for children. On this occasion we have not issued a Non-Compliance Notice as we were assured that this matter would be addressed immediately.

5.3 Recommendations for improvement

The following practice recommendations are made:

- times of transitions should be managed better to help to improve behaviour and the experience of children;
- consideration should also be given to how the routine of the day could be adapted to improve behaviour, as well as consideration of additional strategies for staff when managing behaviour; and
- incident recording must robustly record safeguarding considerations. Additional training in safeguarding may be required to ensure this and to ensure staff are always able to recognise when safeguarding concerns arise.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. We considered the following information as part of the inspection process:

- two inspectors undertook an announced visit to the service. They visited the service for one day to consider a registration matter to increase the capacity of the service, and one of those inspectors visited the service for a further two days to complete the inspection;
- we observed children and the care they received;
- we reviewed information held by CSSIW;
- we undertook a visual inspection of the premises;
- we spoke to a number of children throughout the day and three parents; and
- we looked at a wide range of records. These included the Statement of Purpose, policies, health and safety records, children's files, activity planning and developmental records.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Children's Day Care Out of School Care
Responsible Individual	Sarah Gardner Katherine Watkins
Registered maximum number of places	35
Age range of children	3 to 12 years
Opening hours	Breakfast club - 07:40 to 08:50 each weekday in term time After school club – 15:15 to 18:15 each weekday in term time Holiday club – 08:00 to 18:00 each weekday in school holidays, except Christmas
Operating Language of the service	English
Date of previous CSSIW inspection	15/06/15
Dates of this inspection visit	14/06/2017, 20/06/2017 and 22/06/2017
Is this a Flying Start service?	No
Is early year's 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 <i>'More Than Just Words follow on strategic guidance for Welsh language in social care'</i> . 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	