



Childcare Inspection Report on

Cynllun Treganna

**Ysgol Treganna
Sanatorium Road
Cardiff
CF11 8DG**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Menter Caerdydd is registered with Care Inspectorate Wales (CIW) to provide care for 55 children at Cynllun Treganna, which operates from rooms within Ysgol Gymraeg Treganna in Canton, Cardiff. The service provides care for children aged between 4 and 11 years old and operates 08:30am to 05:30pm weekdays during School holidays. The organisation has appointed a Responsible Individual (RI) to act on its behalf, and two suitably qualified Persons in Charge (PiCs) have been nominated to run the service on a day to day basis. Welsh is the language of the service.

Summary of our findings

1. Overall assessment

Children benefit from a wide range of well planned activities. They receive warm and nurturing care from staff who know them well and who are responsive to their needs. Children are well settled and at ease within the service and make good supportive relationships. The environment is safe, there is sufficient space for play and learning and the premises is well maintained. Leadership and management is effective and meets the requirements of the Child Minding and Day Care Regulations (Wales) 2010 and the National Minimum Standards.

2. Improvements

Since the last inspection new resources have been purchased and a wider choice of activities are provided for children. Communication systems with parents and staff have also improved.

3. Requirements and recommendations

We did not identify any areas of non-compliance at this inspection. We made good practice recommendations which are summarised at the end of the report.

1. Well-being

Summary

Children benefit from a good range of play and learning experiences which are challenging and support their all round development. They are forming positive relationships with their peers and carers and are settled and comfortable in their surroundings.

Our findings

1.1 To what extent do children have a voice?

Children are able to speak freely and communicate with confidence. They are able to select activities which interest them and freely choose their resources. During our inspection visits the children were happy to approach staff for additional resources, and their requests were promptly dealt with. Children could choose whether to play inside or outside and we heard them confidently telling staff what they wanted to do. During snack time, children were confident to say whether they wanted more to eat or drink.

Children are able to speak out with confidence. This promotes their independence and self esteem.

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

Children are content and are settled in the service. There is a settling in policy in place. There is a busy atmosphere and children enjoy their time playing with others. We saw children laughing and running around the outside space. We heard staff acknowledge children's efforts and praise their achievements. Staff spoke respectfully and politely to children at all times and children were equally courteous to staff. We saw children approaching staff for cuddles when they were tired, and most children called staff by name which demonstrated familiarity.

Children are happy and settled. This promotes their confidence.

1.3 How well do children interact?

Children of varying ages use the service and behave appropriately. They are developing good relationships with each other and are forming positive friendships. We observed different groups of children over the course of the inspection and saw that there were lovely interactions between the children who happily participated in group activities and in paired activities, for example playing snooker, building towers out of blocks, and making dens out of soft play equipment. We observed children cheering and clapping for each other whilst they completed an assault course outside. Older children were seen by younger children as role models and children of all ages were comfortable with each others company.

Children are developing good social skills, and learning how their behaviour can impact on others.

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

Children show enjoyment in the play activities available to them which are appropriate for their age and sustain their interest. The range of play occupied the children's time productively and included drawing activities, creative drama and music workshops, outdoor play, cooking demonstrations, dance performances and role play. We observed a group of children completing an assault course outside, which they clearly enjoyed. Children enjoyed the freedom to move between inside and the outdoor area as they wanted. The Responsible Individual told us that parents had arranged for their children to attend the club on additional days because they enjoyed the activities and outings so much.

Children have access to a good selection of play opportunities which are suitably challenging and of interest to them.

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

Play was largely self-directed and freely chosen which meant that children gravitated towards activities which they enjoyed and they did so with the minimum of support from staff. In general children were confident to use the toilet facilities unsupported and washed their hands before snack time. During snack time, children's independence was promoted by staff encouraging them to butter their own toast and pour their own drinks.

Children are developing appropriate independence skills in line with their age and stage of development.

2. Care and Development

Summary

The staff team work effectively and efficiently together to support children. They are responsive to children's needs and manage interactions positively. They are aware of their responsibilities in relation to children's safety and health needs.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Appropriate measures are in place to ensure that children's welfare is promoted. Staff have appropriate paediatric first aid training and have an understanding of their role should an emergency situation arise. There is a medication policy which outlines the procedure for the administering of medication and storage of medication. However medication forms being used by the setting did not obtain parents signature before and after medication is given in accordance with the policy. There is a child protection policy and staff have undertaken relevant training, however the policy did not contain the Prevent duty which is a government strategy that places a responsibility on providers to identify children who may be at risk of radicalisation.

High visibility wrist bands are available for children to wear on outings and there are written risk assessments in place. Children have access to drinking water throughout the day which they can help themselves to.

There are suitable health and safety measures in place to support children's welfare.

2.2 How well do practitioners manage interactions?

Effective and consistent practice is implemented by staff to support children's social behaviour. There is a behaviour management policy which outlines the strategies and practices in place to support children's behaviour. There is also a anti - bullying policy. We observed care practice and found it to be effective and consistent. We saw very little unwanted behaviour during the inspection, and children responded positively to polite requests by staff when they became over excited.

The staff team are effective in supporting children's social behaviour and use appropriate strategies to promote children's well-being.

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

Practice is responsive, appropriate and supports children's play and learning well. We saw that planning was suitably varied and challenging for children with activities such as drama workshops, cooking demonstrations, and music lessons to capture their interests. Weekly outings to places such as Cardiff Bay, the beach, and Mountain View Ranch had been organised to provide variety for children during their time at the club. Staff sat with children during table top activities, made suggestions and asked

them open questions but were not intrusive and allowed children to freely direct their play. Assessment and developmental records are not maintained as children are in full time school. The service implements the '*Active offer*' in respect of the Welsh language.

Children benefit from a staff team who work well together to meet children's needs.

3. Environment

Summary

The service operates from a large hall within the primary school. Children have access to the enclosed school yard for outdoor play. Risk assessments are in place to ensure children's safety.

Our findings

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

The premises are safe and suitable safety measures are in place. Access to the club is via a locked front door through the school's main reception area. Children and staff's times of arrival and departure are recorded. All staff wear the club's uniform and I.D badges to make them easy to identify. Good attention is given to maintaining appropriate supervision levels of children and records showed that the ratio of staff to children either meets or exceeds the requirements of the National Minimum Standards at each session. Accidents, incidents and pre-existing injuries are recorded appropriately and parents are provided with a copy.

The systems in place promote children's safety and welfare.

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

The space available is suitable for children's play and learning. The hall is utilised for play and meal times. Toilet facilities are easily accessible from the corridor adjacent to the hall which promotes children's independence. There is a separate kitchen for preparing snack. During snack time children were not provided with plates to eat their food, we discussed this with the Responsible Individual who agreed to amend this practice. Low level coat pegs are available for children to hang their belongings. Outside there is a large enclosed yard which is utilised daily for physical play. Most toys and resources are stored at low level so children can access them independently. Public liability and the service registration certificate is displayed in the entrance foyer.

The environment is suitable and safe for the care of children.

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

Leaders ensure that children have access to a range of good quality play and learning resources. There are a suitable range of toys and appropriate equipment for children to use. There were craft materials, role play clothing, dens, tabletop football, snooker, puzzles and games in the indoor area. Outside, children had access to balls, scooters and obstacle course. Children are able to choose suitable materials for their activities which are stimulating and allow children to be imaginative, creative and follow their interests. We noticed that children used some recyclable materials to promote environmental awareness.

Children benefit from a good selection of resources which are well maintained.

4. Leadership and Management

Summary

The service is run efficiently and managed in accordance with regulations and national minimum standards. Suitable records, policies and procedures are in place. Practitioners are managed effectively, there is self evaluation and planning for development and partnership with parents is positive.

Our findings

4.1 How effective is leadership?

The Responsible Individual operates the service in an effective manner. There is a Statement of Purpose which explains the aims and objectives of the services as well as the activities and facilities provided. There is a policy file which contains a range of policies, however they were not dated to show when they were last reviewed. We looked at a sample of children's contracts and found they contained the necessary information. Parents sign permission slips for outings, first aid and photographs.

Parents can be assured that their children benefit from a service which is well organised.

4.2 How effective is self evaluation and planning for improvement?

There is evidence of planning for improvement and quality assurance processes. The annual Self Assessment of Service Statement (SASS) and Quality of Care report had been produced and sent to CIW. Parents feedback is obtained via Survey monkey to support planning for improvement. There was a complaints policy in place should parents or children wish to raise an issue. The Responsible Individual told us that children are consulted regarding the purchase of resources.

Leaders undertake evaluation and planning for the service.

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

Staff are deployed effectively and are clear about their responsibilities. There was a good range of daily records maintained such as registers and staff attendance sheets to ensure ratios of staff to children are in line with National Minimum Standards. Staff meetings are held regularly to discuss any matters arising. We examined a sample of staff files and found them to contain pre-employment checks, however we recommended that emergency contacts are recorded for staff.

Managers provide effective guidance and support to staff.

4.4 How effective are partnerships?

Positive partnerships have been formed with parents. The organisation is a member of an umbrella organisation which provides support if required. Parents receive information about the service and the activities and facilities available. Children's individual needs and preferences are identified before they start as a registration form

is completed. The service has established links with the community with various trips and outings.

Leaders ensure that they maintain worthwhile partnerships to maximise the benefits of the service to children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We discussed the following good practice recommendations with the Responsible Individual;

- Update Safeguarding Policy with the Prevent duty;
- provide children with plates to eat snacks;
- amend medication form to obtain parents signature before and after medication is administered, in accordance with the setting's medication policy, and
- update Policies and Procedures with date of last review;

6. How we undertook this inspection

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

- One inspector made one unannounced visit to the service;
- we observed care practices;
- we made a visual check of the areas used by the service;
- we considered information available to CIW including the Self Assessment of service statement (SASS);
- we spoke to staff, and
- we looked at a range of documentation. We focused on the Statement of Purpose, Staff files, Medication Policy and Children's Contracts.

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	Leah Dafydd
Person in charge	Michaela Crocker Manon Paschalis
Registered maximum number of places	55
Age range of children	4 to 11 years
Opening hours	08:30am to 05:30pm weekdays during School holidays
Operating Language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	28 July 2015
Dates of this inspection visit	21 August 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 provides an 'Active Offer' of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information: None	