



Childcare Inspection Report on

Craig Y Don OSC

**The Portacabin
Ysgol Craig Y Don
Clarence Road
Craig Y Don
LL30 1TR**



Date of Publication

Wednesday, 19 September 2018

Welsh Government © Crown copyright 2018.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Craig y Don Out of School Club is registered to provide care for up to 26 children and operates from a dedicated building in the grounds of Ysgol Craig Y Don, Llandudno. Children who attend are between 4 and 12 years old and can receive care between 15:00 – 15:30 for the infant children and 15:30 – 18:00 for the combined infant and junior aged children. Care is available Monday to Friday during Term Time and 08:00 – 17:45 Monday to Friday during each school holiday. The service is owned by Chasebell Ltd. with Donna Martin-Young (also known as Louise) and Karen Sherrington nominated to act as responsible individuals on behalf of the company. They are also the persons in charge of the day to day operation of the service. The main language of the service is English, the service does not implement the 'Active Offer' in relation to the Welsh language, meaning parents and children are unable to access the service and its policies through the medium of Welsh without having to ask for it.

Summary of our findings

1. Overall assessment

Children experience freedom and choice within a supportive environment. They are kept safe by staff who have relevant qualifications and experience and who plan activities which engage and interest the children. Children and Parents experience a service which is well organised and which meets their needs. The overall environment requires enhancement.

2. Improvements

There have been no significant changes to the service, the organisation or the way it operates since the last inspection, recommendations made in the last inspection report have not been implemented.

3. Requirements and recommendations

We made recommendations in relation to the statement of purpose, planning for improvement and the maintenance and décor of the premises.

1. Well-being

Summary

Children are listened to and their choices are respected. They are content and happy in the service and are able to form positive emotional attachment and friendships. They take turns and understand the rules for acceptable behaviour within the service. They are excited and interested in the variety of games and activities available to them.

Our findings

1.1 To what extent do children have a voice?

Children are able to communicate and express their views openly.

We heard children approaching staff and asking for certain toys and equipment which were readily provided to them. They were able to choose which DVD they watched from a variety available to them and were able to choose between playing indoors or outside. Children felt listened to and knew their contribution to ideas and themes would be listened to. Children told us they could help themselves to the toys they wanted and showed us where the pencil crayons were.

Children are confident their views and ideas will be listened and responded to.

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

Children have bonds of affection with staff who know them well and they are able to form friendships with other children.

Children were happy to approach staff and asked for staff to play alongside them. One child asked a member of staff to play on the games console with them which the staff member cheerfully did, sharing companionship. Children and staff were heard chatting together in a relaxed and familiar way and positive emotional attachments were apparent. Children felt valued and had a sense of belonging over the service with one of the youngest children, unprompted, providing us with a guided tour of the inside and outside play facilities. Children played well together, co-operating and taking turns. We heard staff asking one child if another child could join the game, the answer of 'of course he can!' pleasing to hear to both the child and us. Another child on collection by his parents returned into the service to shout 'goodbye' to all his friends having clearly enjoyed his afternoon.

Children are valued, comfortable and settled in their environment.

1.3 How well do children interact?

Children manage their behaviour well and co-operate with staff when required to.

All children were settled during both of our inspection visits and were familiar with the routine of the service. Children behaved well giving little cause for staff to 'manage'

their behaviour. They showed an awareness of others emotions, playing co-operatively, taking turns and establishing their own rules to help the service run smoothly, for example, during a game of table hockey the children had decided that the winner should stay on and play the next match. They listened well to staff, responding to them politely and appropriately when they asked them questions.

Children are polite, take appropriate care of equipment and resources and interact enthusiastically with their peers and those caring for them.

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

Children engage with the play based activities offered to them and enjoy the freedom to play indoors or outside.

Children enjoyed the variety of activities available to them. We saw some children enjoyed playing outside whilst others preferred to stay in out of the hot weather relaxing, lying down and watching a DVD. They were curious and engaged with the 'slime' making activity which captured their attention for a considerable time while they stretched and manipulated the glue to make their slime. Children chatted together about their preferences in colour and drew comparisons as to what the slime reminded them of while they played. Outdoors the children made the most of the large playing area and field, running, playing football and relaxing with their friends.

Children enjoy the experience of extended periods of child initiated, uninterrupted play, in the knowledge that adult interaction is available should they chose to engage it.

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

Children are confident and independent.

Children were given opportunities to develop emotionally, socially and physically. We saw children were confident to chat to us about the service and tell us what they enjoyed most. They helped themselves to cups of water which were readily available to them and were able to access toys of their choosing independently. We saw children were encouraged to put their own sun cream on before playing outdoors and it was pleasing to see the older children showing care and nurture towards the younger children by helping them to put on their sun cream.

Children benefit from having consistent carers and a familiar routine as they were motivated to freely choose and direct their play independently.

2. Care and Development

Summary

Staff promote children's well-being by following policies and procedures appropriately. They have received recent training in relevant subjects to enable them to be knowledgeable about food hygiene and the administration of first aid. They set realistic boundaries and encourage children to take responsibility for their own behaviour in a way which is appropriate to the child's age. They have an understanding of children's additional needs and how these may be supported.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have the knowledge and understanding of how to keep children safe and healthy.

We found staff had recently been trained in safeguarding and were confident to tell us of the signs they would look out for and the procedures they would follow should they have any concerns about a child. They promoted healthy lifestyles by encouraging children to stay hydrated, offering healthy snack choices and encouraging outdoor play. They planned activities which helped children to learn about healthy choices and try new foods. For example, children had tasted various fruits and vegetables and had drawn an emotion on a paper face along with their name to indicate whether they had liked or disliked the fruit, this had then been displayed on the service wall.

Staff have appropriate procedures in place to promote healthy lifestyles and ensure children are physically active.

2.2 How well do practitioners manage interactions?

Staff are consistent in their approach towards behaviour and promote positive relationships.

Staff ensured children knew they were valued and able to express their choice freely. For example, we heard a child expressing they did not want the snack offered; staff offered the child an alternative of toast which the child was pleased to accept. Staff spoke to the children in a respectful way acknowledging when the children had used their manners and thanking them for doing so. They encouraged the children to take ownership over how they spent their time at the service and skilfully ensured children knew which alternatives were available to them, negotiating a good balance between outdoor play and playing on the games consoles. Staff empowered children to take responsibility for their own behaviour and as a result children co-operated well with staff and played well together.

Staff are good role models, have a sound understanding of play worker principles and use this effectively to relate with the children and to support them to understand the accepted rules of behaviour.

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

Staff support and facilitate children's play and development.

Staff created a nurturing and caring environment and provided responsive care to the children. They knew the children well and supported their choice of activities. We saw children had drawn a 'missing' poster for one of the toys which had gone missing. The toy had since been found however, the children were proud to show us the effort they had put in to finding the missing toy and the poster staff had supported them to design. Activity planning was flexible and we found that activities requested by the children were provided for by staff. For example, the children asked to make slime, and this activity was arranged. Staff played alongside the children, offering plenty of encouragement and praise. Conversation flowed naturally with staff and children chatting about their preferences, helping children to develop linguistically and emotionally.

Staff had strategies in place and understood how to support children with additional needs. They worked alongside parents to ensure the best outcome for the child. They knew children's preferences and recognised how positive attachments to particular staff members could be used effectively to support children's emotional needs.

Staff plan activities which are flexible to take account of the children's views, they facilitate play and model positive play for children.

3. Environment

Summary

Leaders ensure the indoor environment is clean and safe and they make the most of the outdoor play areas available to them. They provide resources and equipment which are appropriate to the children's age and stage of development and which compliment the children's current interests and trends. The premises are in need of re-decoration and some repair in parts to ensure it is an uplifting and inviting place for children to play and spend their time.

Our findings

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

Leaders provide children with an environment which is clean and secure.

The environment was clean and secure. A member of staff was deployed to meet the children and any visitors at the main entrance making the environment secure. Risk assessments were in place, identified any unnecessary hazards and were reviewed regularly. Leaders had done all they could to ensure the environment remained cool in the hot weather with the windows being open and fans available. Day to day cleaning was a delegated duty of the staff, with toys being cleaned at the start of each school holiday. The outdoor environment enabled children to be physically active and provided them with the opportunity to take calculated risks which were appropriate to their age and stage of development. Leaders had ensured staff had received recent training in Fire safety, health and safety and risk assessment to enable them to deliver the service policies effectively.

Leaders have appropriate policies and procedures in place which ensure everyone is aware of their responsibilities to the safety and welfare of children.

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

Leaders try their best to make the environment welcoming however, the overall decoration of the premises, and maintenance in parts, needs to be improved.

The service had been arranged to offer children choice, and clearly defined areas of play were evident, for example, an area for the games consoles, an area for watching DVD's and an area for craft and table top games. There was limited space indoors for the children to move around however, this was compensated by the vast outdoor space available during dry weather. We found the environment did not offer children an uplifting and rich play space. Overall décor of the environment was tired and in need of some attention. Colourful displays uplifted it somewhat however, evidence of past displays which had not been fully removed made the environment look unkempt. We have recommended to leaders that this should be of priority for future developments.

Leaders do not have a regular and timely maintenance plan in place for re-decoration and maintenance which would ensure the environment was welcoming, uplifting and more inspiring for children.

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

Leaders provide children with furniture and equipment which is suitable for their needs.

Age appropriate tables and chairs were available for the children to sit at and the children had use of toilet and hand washing facilities within the port a cabin. Toys and resources were stored safely and were easily available for the children to access. They were sufficient in quantity, of good quality and, as evidenced within the risk assessments, were regularly checked for safety and discarded if no longer suitable for use by the children.

Leaders provide children with basic resources to meet their immediate needs.

4. Leadership and Management

Summary

Overall Leaders are organised and ensure National Minimum Standards are met. They have procedures in place to evaluate the quality of the service they deliver but do not always act upon feedback. They have effective recruitment processes in place and ensure staff have the opportunity to attend regular training. Supervision and appraisal requires development to ensure leaders are challenging and setting targets for staff to be reflective and reach their potential.

Our findings

4.1 How effective is leadership?

Leaders have a purpose for their service and communicate this well.

Leaders demonstrated a clear understanding of what was required of them and keep up to date with regulatory changes by attending briefing sessions. There is a statement of purpose for the service which provides a general description of the service however, we found the statement of purpose did not contain all the information required by National Minimum Standards 1.2, we brought this to leaders' attention and this was amended accordingly.

Leaders are well organised and have high expectations of their staff, they understand their responsibilities and work in accordance with the regulations when delivering their service.

4.2 How effective is self evaluation and planning for improvement?

Leaders gather feedback from parents and use this to plan for future improvements.

Leaders have informal ways of gaining and assessing parental views of the service they offer. They encourage parents to use social media to express their comments about the service and aimed to speak to parents face to face each evening. They ask the children for their views during the sessions and buy resources based upon their expressed wishes. Leaders had completed the Self Assessment of Service Statement (SASS) on CIW's request however, this did not fully assess the quality of care provided by the service nor identify in detail priorities for future improvements. It is recommended that a more formal assessment of the service is conducted each year to embed a culture of continuous improvement. Leaders should explore various ways of obtaining feedback from parents and children, for example, online questionnaires or polls.

Leaders have some planned improvements however; they do not always act on the advice given to them. This is because we noted that within the last inspection report that continued improvement to the décor and refurbishment of the service was made as a recommendation yet we found this to remain a weakness of the service. A rolling programme for re-decoration and maintenance to the premises is recommended.

Leaders need to develop various processes to review, assess and drive improvement in the quality of the service they deliver.

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

Leaders ensure staff are employed and managed sufficiently to meet the needs of the children.

Leaders know their staff well, are an active part of the staffing team and support staff with their continued professional development. They had ensured staff kept up to date with mandatory training and were also offered opportunities to attend other training relevant to their role, for example Positive behaviour management and Food allergy awareness. Staff files demonstrated that most staff held a child care qualification and those who did not, were working towards a qualification. Staff had been recruited safely with checks in relation to their suitability being carried out before they commenced working in the service. Registers showed that staff were employed in sufficient numbers to meet the numbers of children attending and that children were cared for by consistent carers. Leaders asked parents to pre-book their place a year in advance which enabled them to plan and employ staff accordingly. Leaders had sufficient contingency plans in place to cover staff absences with a bank of staff being available for both services they operate. Leaders ensure staff knew their roles and responsibilities as they were provided with a written job description and contract of employment. We found supervision and appraisal of staff was not consistent and we could not evidence that any staff had received an annual appraisal since 2016. Although there is a small team of staff, opportunities for 1:1 discussions between leaders and staff to discuss performance, training and safeguarding is important and this process needs reviewing by leaders to ensure that staff are receiving appropriate appraisal and regular, recorded supervision. Staff expressed enjoyment for their work and the team they worked with, they were confident they could contact leaders and speak to leaders should they have any problems or concerns.

Leaders employ a small staff team who they manage effectively to work together to secure positive outcomes for children.

4.4 How effective are partnerships?

Leaders have positive relationships with parents and listen to their views.

Leaders and staff spoke to parents on collection of their children each evening and provided verbal feedback to parents about how their child had been. Leaders had effective relationships with the parents of children with additional needs; assisting them with information in relation to their child prior to any forthcoming reviews.

We spoke to a parent collecting their child who told us they were happy with the service offered to them and that their child enjoyed attending. Leaders were available daily to answer any parent questions and a positive relationship was evident.

Leaders value the contribution that parents and other partnerships offer. They are enthusiastic to deliver the best service they can for the benefit of children and the satisfaction of the parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

We informed the responsible individuals that they were non compliant with the following regulations;

Regulation 29 – in relation to the Disclosure and Barring Certificate (DBS) for the person in charge being countersigned by Care Inspectorate Wales (CIW). This is no longer a requirement. We were able to evidence from the four staff files we considered that all four had current DBS certificates to evidence their suitability to work with children.

Regulation 15 – in relation to the statement of purpose. We found the statement of purpose has since been amended and is now compliant.

5.2 Recommendations for improvement

We recommended that the provider should;

- develop an action plan for a rolling programme of maintenance and re-decoration to ensure the environment does not deteriorate further and so that the environment remains welcoming and uplifting for children.
- ensure staff are receiving regular supervisions and annual appraisal and that there is a written record kept for both.
- Consider different ways of capturing parent's, children's and other visiting professional's views of the service being delivered and use this information as a means of developing the Quality of Care review further.

6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 4th July 2018 between the hours of 15:15 and 17:00. The same inspector visited the service again on 12th July 2018 between the hours of 14:45 and 16:45.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations using the SOFI 2 tool to capture evidence the children's engagement and the care being provided by staff;
- spoke to the children, parents on collection of their children and staff who were present during the inspection, and
- considered the safety and suitability of the environment for the children.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Childrens Day Care Out of School Care
Responsible Individual	Donna Martin-Young Karen Sherrington
Registered maximum number of places	26
Age range of children	4-12 years
Opening hours	15:00 – 18:00 during term time 08:00 – 17:45 during school holidays
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	31 July 2015
Dates of this inspection visits	04 July 2018 and 12 July 2018
Is this a Flying Start service?	Not applicable to this service
Is early years education for three and four year olds provided at the service?	Not applicable to this service
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care.'
Additional Information:	