



Childcare Inspection Report on

Gilfach Goch Kids R Us Playscheme

**Gilfach Goch Community Recreation Centre
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Description of the service

Gilfach Goch 'Kids R Us' playscheme is an open access service run by the Gilfach Goch Community Recreation Centre. Debbie Page Evans is the Responsible Individual on behalf of the organisation and Katie Morgan is the Person in Charge. The playscheme operates during half terms, Easter and throughout the summer holidays and is registered to care for up to 100 children from five years up to 12 years old. There are two sessions which run daily and parents are expected to make alternative care arrangements for their children during the lunch time period. This is an English language setting.

Summary of our findings

1. Overall assessment

We found children to be very happy at the service. They enjoyed attending and were able to join in with whatever activities they wanted. Outcomes for children are good in relation to their well-being. They have a sufficient range of play opportunities, are forming strong relationships with their peers and are developing appropriate independence skills. Care practice is responsive and staff manage interactions in a positive way. The environment is adequate and provides appropriate space with a good range of resources available. Management of the service is effective in some areas, but there are a number of issues that need to be addressed to ensure that all regulatory requirements are met.

2. Improvements

A copy of the amended Statement of Purpose had been forwarded to CIW, which included the details of the new responsible individual.

3. Requirements and recommendations

We have advised the responsible individual that improvements are needed in relation to Employment of staff: Staff did not receive regular supervision and appraisal; Suitability of workers: There was not full and satisfactory information or documentation available in relation to staff; Provision of Information: CIW had not been informed of all relevant events set out in Schedule 4. We have not issued a non compliance notice on this occasion as there was no significant impact or risk to children. We expect the responsible individual to take action to rectify this and it will be followed up at the next inspection.

We also made some recommendations. These are detailed at the back of the report.

1. Well-being

Summary

Children are busy, are actively occupied and engage in activities on offer at Gilfach Goch Kids R Us Playscheme. Children decide for themselves which activities they want to take part in. They feel very happy and safe in a familiar environment. Children interact well and the service promotes and supports children to socialise and communicate. Children thoroughly enjoy attending and learn through a range of play activities that encourage them to take measured risks and become independent.

Our findings

1.1 To what extent do children have a voice?

Children have a voice and confidently contribute to the activities they take part in.

Children were free to move around the building as they pleased. Children had a say in the activities available and noted their names, on chart paper, against the activities they would like to take part in during the session. Children were consulted upon regarding their thoughts on the sessions; they completed questionnaires at the end of the holidays. The questionnaires were then reviewed and considered as leaders planned the next block of sessions.

Children's voices are heard frequently at the service.

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

Children feel safe and very happy at this service.

Children felt happy and safe in an environment they were familiar with. Children stayed for the whole session and parents collected them at lunch time and brought them back after lunch. Children knew the staff well and this helped them to feel safe. Children felt valued as their preferences and needs were recognised and considered by staff and they were encouraged and supported to take part in the games and activities available. Children we spoke to all said they really enjoyed attending the service, playing games and taking part in different activities. One child told us that they didn't attend the same school as most of the children but really enjoyed attending the play scheme and had made new friends; all children were smiling and generally having a lot of fun. One child confidently asked a member of staff to help with shoe laces, which had become undone.

Children thoroughly enjoy attending and feel very safe in the environment.

1.3 How well do children interact?

Children play well with each other and are considerate of others.

We saw children interacting well with each other and they played together or alongside each other, for example, whilst on the climbing wall an older child helped a younger child to navigate through the process. Children respected each other's needs and were aware of their feelings. For example, we saw older children supporting the younger children on the gymnastics equipment. We saw and heard positive communication between staff and children, and children and their peers. Children were confident and were effectively socialising and communicating with a range of children and adults, for example, a child confidently approached us to request help with a simple task.

Children are able to effectively and confidently socialise and interact with children and staff.

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

Children thoroughly enjoy their play and learning opportunities.

Children regularly attended more than one of the sessions and at different sites, evidencing how much they enjoyed themselves. Speaking to children and observing them also showed how stimulated they were and how much they thrived on the play opportunities. Children were free to explore and learn through their chosen play activity. Children thoroughly enjoyed learning to experiment and take risks, for example, they used hammers and nails whilst practising to build benches and they understood how to remain as safe as possible and be respectful of the tools. When we asked one child what he enjoyed doing at the play scheme, he said that enjoyed using the hammer and nails and playing with his friends.

Children learn through taking measured risks, thriving on and enjoying the activities and resources provided.

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

Children are motivated to follow personal interests and to freely choose and direct their own play.

We saw that some children persevered with finishing puzzles and that craft activities were popular with younger children. Children were able to practice their social skills at the play scheme as there were good opportunities for interactions with people who were familiar as well as new children. Children were very pleased with their creations, including benches, necklaces and masks. We saw children oozing with confidence throughout all activities that they were involved in. There were excellent examples of physical play as the children climbed on the climbing wall and balanced on gymnastics equipment. They also enjoyed quiet time and relaxation for example when creating bracelets and necklaces in the art and craft corner.

Children's development is successfully promoted through the range of activities provided.

2. Care and Development

Summary

Staff are caring and nurturing and meet the needs of the children. They keep the children safe, happy and fulfilled. There are sufficient systems and procedures in place which ensure that staff have the knowledge and skills to provide a safe service, which promotes positive outcomes for children.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Leaders keep a daily register and also have a good understanding of child protection procedures.

Leaders had ensured that staff had received up to date child protection training and were aware of the procedure to follow. The safeguarding policy was comprehensive and included definitions. The person in charge told us that the team are vigilant and confident to identify any concerns. If there were any concerns, they would be passed on to the responsible individual who told us that she takes responsibility for making any child protection referrals to the appropriate authority. Staff ensured that parents signed a registration form before children started, which included various permissions, for example, emergency medical treatment, sun cream and photographs. Staff conveyed safety messages to children, for example, when children used the climbing wall, a member of staff said, '*be careful*'. Staff kept a record of children present but did not use an official register. There was a record of staff present, which included time in and time out. However, we saw one member of staff signing in on behalf of all staff. There were basic risk assessments in place. Staff recorded incidents and accidents accordingly and the records were detailed.

Leaders ensure that they keep children suitably safe.

2.2 How well do practitioners manage interactions?

Staff know the children well and manage behaviour.

Staff were able to manage interactions with children in a pro-active and supportive manner. They were generally consistent in their approach, having regard to individual children, and children were generally clear about what is acceptable behaviour. Staff told us that they worked in line with the service's behaviour management policy and that they were keen to support children to develop social skills, for example, on one occasion a child said that they'd had chicken curry and rice for lunch and a member of staff commented "*That's your favourite isn't it?*" to engage them in conversation. We saw staff engaging in a discussion with children about sharing and also praised children regularly, for example, when they completed their tasks such as tidying up and for helping others and this was valued by them.

Staff manage interactions appropriately.

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

Staff are considerate and kind and provide care which is appropriate to the age and stage of development of the children.

Children were supported to voice their opinions. We saw notice boards that provided information about the planned activities and which included children's suggestions. Staff had good information about the needs of all of the children and their individual requirements were considered when planning activities. Staff ensured that they had all relevant information about the children's needs and preferences before they started attending the play scheme. Children with additional learning needs were included in all activities and leaders ensured that they provided one to one support as needed. Staff provided many activities, and provided children with a choice.

Staff ensure that all children are valued as individuals and their social development is promoted with suitable activities and experiences.

3. Environment

Summary

The service is located in the Gilfach Goch Recreation Centre. It is spacious and provides plenty of room for all children to participate in activities of their choice. Doors lead from the reception area into the main hall. The premises provide an appropriate venue for the service.

Our findings

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

Leaders ensure, where possible, that the environment is safe.

The play scheme was based in a public centre but the service had sole use of the main hall during their opening hours. Staff told us that they conducted daily checks to ensure that the indoor and outdoor areas were free from hazards. Staff effectively recorded incidents and accidents and this informed their reflective practice and how risks were managed in the future. Leaders had ensured that the electrical equipment was tested regularly. The responsible individual informed us that the local authority conducted an annual service on the heating system. On the day of the inspection, we spoke with an officer from the local authority who confirmed that was the case and a copy of the latest service would be forwarded to CIW. We were told that fire drills were carried out but there were no official fire drill records; leaders had noted the latest fire drill on the register. Staff were vigilant and implemented effective procedures and reflective practice to help them provide a safe environment.

Leaders generally ensure that the environment is safe.

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

Leaders provide a friendly and stimulating environment which promotes play and learning.

The indoor environment is designed to allow children to move freely between different spaces offering a good variety of play opportunities and whilst indoors they mainly use the large sports hall. During the inspection, the sports hall provided children with opportunities to undertake activities such as football, netball, messy play, creative play, gymnastics, wall climbing and role play. There were male and female public toilets with a changing area attached, there was also a cafe on site and snacks were available for children to purchase. The children used the large sports hall and a large outdoor area which included a rugby and football field. Children had been involved in preparing to build some of the structures such as benches.

Leaders ensure that children have access to a suitable environment.

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

Children have access to appropriate furniture, resources and equipment suitable to meet their needs.

All resources were in a good state of repair and we noted that resources were purchased specifically in sufficient quantity for the activities which children choose. Children happily played with the craft material and created pretty jewellery and a group enjoyed their time colouring also. We saw that good use was made of recycled items for junk modelling and that these activities promote knowledge of sustainability. Children thoroughly enjoyed creating structures from old crates and we also saw photographs of their numerous creations. The outside area was spacious area and provided appropriate play opportunities.

Leaders ensure that the facilities and quality of the resources and equipment provide a good, stimulating environment for children to relax, play and learn.

4. Leadership and Management

Summary

The leadership and management of the service is carried out by a newly appointed and proactive individual who's clear about her responsibilities to maintain a good quality service to meet the needs of children. However, there are some areas that need improving.

Our findings

4.1 How effective is leadership?

Leaders are enthusiastic and have a clear vision.

The responsible individual had recently been appointed. Leaders stored confidential documents in accordance with their confidentiality policy and were committed to ensuring that all confidential data was stored securely. Leaders had a statement of purpose in place but it needed to be updated in order to be in line with regulations and to reflect the change of responsible individual. Leaders did not always inform CIW of all notifiable events. Leaders had a clear vision for the service and fully understood and shared their expectations, which was child-centred. They had developed policies and procedures, which were effectively shared with staff and implemented by them.

Overall, leadership is effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders evaluate the service after each holiday period.

Leaders promoted a positive culture of self evaluation and reflection. Leaders and staff documented their thoughts through a formal self evaluation process after each holiday provision, looking at successful areas and areas that could be improved. Leaders used the findings of the self evaluation exercise to determine improvements that may be needed. Leaders also issued questionnaires to parents and observed children and asked for their views. However, CIW had not received a copy of the latest quality of care report.

Self evaluation and planning for improvement is developing.

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

Leaders co-ordinate and deploy staff effectively ensuring that they adhere to the ratios.

Leaders ensured that there were enough staff available in order to meet the required ratios. During the inspection process, we saw that regulatory documents were missing from the staff files. However, on the day of the inspection leaders were very proactive and immediately designed a matrix which would enable them to ensure that all documentation was in place. Leaders had a good team of staff who worked together to ensure there was sufficient supervision for the children. However, staff supervisions and appraisals did not

happen on a regular basis. There was a system in place whereby staff were able to reflect on the service after each holiday period.

Leaders adequately manage staff.

4.4 How effective are partnerships?

Leaders have developed effective partnerships with parents and the community.

Leaders worked closely with a range of different organisations that supported them in providing suitable care and making improvements, for example, the service worked closely with the local authority, the care trust, youth service, Scouts, local schools and Communities First. The service also had worked on project work in partnership with the Fire Service and also work with volunteers. Gilfach Goch Community Association fully supported the play scheme and support was always at hand. Staff communicated with parents on a daily basis and parents were able to contact the service if they wanted to check if their child had settled. Following the inspection six parents' questionnaires were returned to CIW, and all parents unanimously strongly agreed with all statements and their comments were very positive.

Relationships and partnerships created greatly promote the service and help leaders to provide a service which benefits children and the community.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following recommendations for leaders to:

- complete the self assessment tool for Open Access Play providers;
- formally keep a record of fire drills;
- keep a formal attendance register for children; and
- ensure that all staff sign in and out individually.

6. How we undertook this inspection

This was an unannounced full inspection undertaken as part of our normal schedule of inspection. One inspector visited the service on 30 May 2018, for a total of five hours. We gave feedback on 4 June 2018. During the inspection, we:

- observed the children and the care they received by staff;
- spoke to children, staff, the responsible individual and parents;
- visually inspected the service;
- received staff and parents' questionnaires; and
- looked at a wide range of documents and records including the statement of purpose, staff files, children's documents and risk assessments.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Open Access Play Provision
Registered maximum number of places	100
Age range of children	5-14 years old
Opening hours	10.30-12.30 1.30-3.30 During school holidays only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	31 October 2014
Dates of this inspection visit(s)	30 May 2018
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. 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:	