



Childcare Inspection Report on

Hendrefoilan Wraparound

**Hendrefoilan Primary School
Dunvant Road
Killay
Swansea
SA2 7LF**



Date of Publication

31 October 2018

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Description of the service

Hendrefoilan Wrap Around has been registered since December 2017 to care for 19 children. The registered person is Beverley Burgess and the persons in charge are Zoe James, Kathryn Davies and Sara Smith. The service provides a wrap around service for 3 and 4 year olds between the hours of 11.30am to 5.30pm, Monday to Friday during term time. The service also provides a holiday club for children between 3 and 11 years between 8am and 5.30pm, Monday to Friday in the school holidays. Care is provided through the English language; the service does not currently offer the 'Active Offer' in terms of the Welsh language.

Summary of our findings

1. Overall assessment

The service has been operating for less than a year but has already established a good relationship with the school. Children at this service have a strong voice and experience a good range of interesting play and learning opportunities. Staff hold relevant childcare qualifications and have many years experience of working with children. They are good role models for children and have developed positive relationships with them. Care is provided in a nursery classroom and playground which is well maintained and is well resourced. Leadership at this service is good. Strong relationships are being developed with parents.

2. Improvements

This was the services first inspection since registration.

3. Requirements and recommendations

None.

We made recommendations to the registered person in relation to parental consents, policies and notifications. These are detailed at the back of the report.

1. Well-being

Summary

Children have a positive experience as they have a confident voice, are settled and happy. They form positive relationships with staff and their peers and benefit from opportunities to participate in a range of interesting activities.

Our findings

1.1 To what extent do children have a voice?

Children make choices, participate well and are encouraged to express their thoughts and ideas about what they would like to do.

Almost all children spoke and expressed themselves confidently. For example, children told staff when they were ready for their lunch and if they would like more fruit or milk at snack time. Children chose whether to dance or undertake a cooking exercise; the children chose to make rice crispy cakes. Children also made decisions about where they spent their time and the resources that they played with.

Children have a strong voice.

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

Children are content and express their enjoyment whilst they play.

All children showed that they were relaxed and happy in their surroundings as they freely explored the room and the outside play area. Most chatted animatedly to us and to the staff caring for them. When a parent arrived to collect their child, the child firmly told them, "*Not yet, I am playing!*" which evidenced that they were quite happy and enjoying themselves. The child's parent told us that they had settled well in the short space of time they had been attending.

Children very much enjoy the time they spend at the service.

1.3 How well do children interact?

All children interact and co-operate well with their peers and adults.

Children were polite and well mannered when they spoke to staff, often using, 'Please' and 'thank you' of their own accord. Some of the children were very keen to help staff make the 'giraffe' rice crispy cakes and they willingly, and patiently, took turns to stir the mixture. It was evident that positive relationships were developing between the children; two children giggled whilst they tickled each other and some took the time to say goodbye to their friends when they left.

Children interact positively with others.

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

Children are relaxed and happy because they are able to explore their environment freely and they can influence the activities and tasks they undertake.

Children moved around the various table-top activities that had been set up. Children sought out particular toys and resources as they so wished, such as the hair dressing equipment so that they could style one of the staff member's hair. Later, children freely accessed the musical instruments and spent a length of time making different sounds together using the triangle, drums and xylophone. One child had expressed a love of a particular song, so staff played the song on the interactive whiteboard and they merrily danced and sang along to the track. Other children then chose their favourite song and they sang along together.

Children are enthusiastic about the play and learning opportunities available to them.

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

Children have a good variety of experiences, including freely chosen, unstructured and self-directed play that enable them to gain a good range of skills, be independent, participate, follow interests and promote their all-round development

Children took part in planned activities that had been based on the 'book of the week', "Giraffes Don't Dance." This included creating pictures of giraffe's using various shapes, junk modelling a giraffe using recyclable materials such as egg boxes and yoghurt cups and making rice crispy giraffe cakes. The planned activities supported their creative and mathematical development, language and motor skills. Photographs evidenced that children had taken part in a range of fun and interesting activities that supported their all round development. The pictures and drawings on their individual 'development books' showed that children were making good progress in terms of pencil control and cognitive skills. Children showed developing independence skills; they visited the toilet and washed their hands by themselves and were practising putting on their coats independently.

Children develop well.

2. Care and Development

Summary

Staff are suitably qualified and follow policies and procedures effectively. They are confident and competent practitioners and good role models for children.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff understand their roles and responsibilities with regards to safeguarding, promoting healthy lifestyles, personal care and personal safety.

A child protection policy was in place and through discussion staff showed understanding of the correct child protection procedures to follow if they had any concerns. Whilst staff said they were aware that they could not keep a child's disclosure secret and of the need to tell them, the policy did not include this detail. Staff gave safety messages to children during the day and followed infection control procedures, explaining to the children why such practice was important. Staff supported healthy eating by providing the children with fruit at snack time and milk or water to drink. Staff provided opportunities for children to be physically active with regular time spent outside running, climbing and scooting.

Staff effectively promote health and safety.

2.2 How well do practitioners manage interactions?

Staff encourage children to participate in activities and to co-operate and share whilst they take part in them.

Staff chatted naturally with the children and used active listening skills when they interacted with them. This helped to create a calm and relaxed atmosphere and it was evident that positive relationships had developed between them. Staff provided support by showing children how to do things independently, such as open their lunch and put on their coats. Staff said that they were aware of the need to track and record any behaviour issues children experience, so as to manage it appropriately and as a record to share with parents.

Staff manage children's interactions successfully.

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

Staff are confident and relaxed and so create a calm, positive environment in which children can play and learn.

Staff planned for a good range of activities to support children's all round development. We saw examples of staff skilfully extending children's learning experience. For example, after a group of children had spent some time making sounds with the musical instruments, staff asked the children if they would like to see various instruments being played. The interactive whiteboard was used to show an

orchestra; children were engrossed in watching the musicians play and identifying the musical instruments. A child used a pointer to copy the conductor and used words such as 'fast', 'slow,' 'loud' and 'quiet' to describe the music they were hearing.

Staff competently promote children's play, learning and meet their needs.

3.Environment

Summary

The wrap around service operates from the nursery classroom of Hendrefoilan School and so is equipped with toys, resources and equipment appropriate to the age of the children. The holiday club is also based within this room but the external grounds of the school are also able to be utilised during this time.

Our findings

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

Leaders ensure that children are cared for in a safe and secure environment because regular checks and maintenance are carried out and safe procedures are in place for entering/exiting the building.

Risk assessments were in place for the areas used, which outlined general actions to take to reduce or eliminate any risks and the person responsible for it. Leaders ensured that staff undertook daily checks and a record had been kept. The gas boiler and fire extinguishers had been checked and maintained recently. The premises were secure and a record of visitors had been maintained. School contract cleaners were used to clean the premises at the end of the day; the staff monitored the cleanliness of the communal toilets during the day and took action where necessary.

Leaders appropriately ensure that the environment is safe, clean and secure.

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

Leaders provide a light and spacious room which contains toys and resources appropriate to the children's age and stage of development.

The nursery classroom is spacious and light. The room has areas which reflect the Foundation Phase principles, such as a construction area, a role play area and a craft area so as to provide a suitable space for play and learning. The layout and design supports children's independence as the toilets are next to the classroom; toys and equipment are stored at an accessible height. Double doors open on to the outdoor play space and varied toys and equipment are available to stimulate the children's interest and support physical activity.

Leaders are appropriate in ensuring the children's needs are met.

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

Leaders provide furniture, equipment, toys and materials that are appropriate and suitable for their needs.

A good range of toys and resources was available to suit varied tastes. This included a sand table, water table, lots of recyclable materials and small parts for craft

activities, books, building blocks, dressing up clothes, trikes and scooters, balls and musical instruments. They were of decent quality and in a good condition. During the school holidays children were also able to use the woodland area to encourage children to learn about nature and the natural world. Whilst the service mainly catered for three and four year olds, the registered person brought in additional resources for children of an older age group to use during the school holiday period when they would attend.

Leaders competently ensure that toys and resources are varied and of good quality.

4. Leadership and Management

Summary

This was the service's first inspection since registration and had therefore been operating for less than a year. Leaders have begun to develop effective systems and procedures and have taken a 'hands-on' approach during the first few months to help the service establish and to maintain good links with the school.

Our findings

4.1 How effective is leadership?

Leaders have created systems and procedures to ensure the smooth running of the service.

The service was being run in a way that met the regulations, and often exceeded the national minimum standards for childcare, although CIW had not been informed of the change to hours of operation. A positive work environment had been established where staff felt supported and were clear about their roles. The registered person and the person in charged worked closely together to ensure the smooth running of the wrap around club. Record keeping was of a good standard and evidenced the checks and tasks that staff performed. Policies and procedures accurately reflected the service provided.

Leadership is good.

4.2 How effective is self evaluation and planning for improvement?

Leaders are yet to create an improvement plan and have not fully evaluated the service they provide as it has only been operating for eight months.

The service's self assessment and the quality of care review had not been undertaken as there had not been a requirement to do so until after a year of operating. The registered person confirmed in discussion that she was aware of the need to consult parents, staff and children about the care provided and to reflect their views in a report.

Leaders are developing their systems for self evaluation and planning for improvement.

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

Leaders ensure that staff benefit from regular supervision so that staff are confident, happy and that they provide a good standard of care for the children.

Staff files showed that a robust recruitment process had been followed and that staff had the appropriate qualifications and experience for their roles. Leaders had kept records to evidence that regular supervision was being carried out with staff to highlight any issues. Appraisals of staff had not yet taken place, but staff were aware of the format of how their performance was being measured. Attendance registers showed that staff were maintaining staffing ratios and that children were being signed

in an out appropriately so it was clear the periods where they had responsibility for them.

Leaders manage staff and resources effectively.

4.4 How effective are partnerships?

The service keeps parents well informed about all aspects of its work.

Contracts were in place in respect of all children and information had been sought about their needs and interests. Emergency medical consent had been obtained in respect of all children, but the other parental consents obtained in respect of each child varied according to the different forms that had been used. Leaders had created a Facebook page which had been updated daily and which provided lots of photographs of the children involved and enjoying various activities and also an explanation of what they had been doing. Whilst the children's faces had been obscured and pixelated in the photos to hide their identities, specific consent for Facebook had not been obtained. Regular newsletters were sent out to keep parents informed, which were also put on Facebook for parents to view. A parent that we spoke to said that their experience of using the service had been positive, that she felt well informed and felt that staff were approachable. Leaders had developed a good relationship with the school.

Partnerships are good.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended that:

- the child protection policy is updated to state that if children make a disclosure then the information cannot be kept secret;
- ensure relevant parental consents have been obtained in respect of all children; and
- obtain specific parental consent in respect of the use of Facebook.

6. How we undertook this inspection

The inspection took place over four hours on 19 September 2018. This was an inspection as part of the planned schedule.

- one inspector carried out the inspection;
- we made general observations of the interactions between the staff and the children attending the service and undertook an observation using the SOFI 2 tool;
- we held conversations with a parent of a child attending the service and left questionnaires for other parents to fill out and send to us, if they so wished.
- we spoke to staff members working for the service and provided an inspection questionnaire for staff members;
- we viewed records and documents which included: the attendance register, children's contracts, policies and procedures, accident and incident records, medication records, the service's statement of purpose;
- we performed a visual inspection of the rooms of the areas used by the service.

Inspection feedback was provided to the registered person on 20 September 2018.

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

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Full Day Care
Registered Person	Beverley Burgess
Person in charge	Zoe James Kathryn Davies Sara Smith
Registered maximum number of places	19
Age range of children	3 to 11 years
Opening hours	The service provides a wrap around service for 3 and 4 year olds between the hours of 11.30am to 5.30pm, Monday to Friday during term time. Holiday club is provided for children between the age of 3 and 11 years from 8 am to 5.30pm, Monday to Friday in the school holidays.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This was the service's first inspection
Dates of this inspection visit	19 September 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. 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 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information	