



Childcare Inspection Report on

Bear Pak Wrap Around Centre

**Fairfield Primary School
Dryden Road
Penarth
CF64 2RT**



Date Inspection Completed

13/11/2019

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

Bear Pak Wraparound Centre registered with Care inspectorate Wales in 2018 to provide care for 18 children. The club has a separate porta cabin premises located on the grounds of Fairfield Primary school in Penarth. Children can attend before school, for morning or afternoon sessions and can be collected from local schools. The responsible individual is Sian Lewis and the person in charge is Harriett Franklin-Jones.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Adequate
Leadership and Management	Good

1. Overall assessment

Children enjoy a suitable range of acceptable play activities both indoors and outdoors. They play confidently and are comfortable and relaxed at the service. Staff generally meet the children's individual needs and reasonably promote their development. Children benefit from a mainly safe and sufficiently resourced environment. Leadership and management of the service is adequate and some improvements are needed.

2. Improvements

This was the first inspection following registration.

3. Requirements and recommendations

We did not identify any non compliance during this inspection. Recommendations for improvement were made and are detailed at the end of the report.

1. Well-being

Good

Summary

Children have a sufficient voice at this service. They feel safe, happy and valued. Children interact well with each other and the staff. They enjoy their play and learning and are generally developing well. Children have adequate opportunities to improve their independence skills.

Our findings

Most children have a strong, clear voice. Children make decisions regarding the toys and resources they play with and the activities they want to participate in. They were confident to express their opinions to staff in a number of ways, asking for help or a story and using body language to express their wishes to go outside to play. Most children knew that staff would listen and respond to their requests because their home language was understood however, there was a need to develop communication tools for non-verbal and pre-verbal children to ensure all children could be heard.

Children are active and express enjoyment. They have a sense of belonging and are familiar with the routines, therefore, children feel secure and happy. Children were settled and content most of the time. Children felt comfortable in their surroundings and in the company of the staff, they were beginning to realise they could utilise a small sensory area if they needed time out or to relax and would receive support to deal with their emotions.

Children generally engage in activities and show respect for people and property. They interact appropriately with others. Children greeted each other as they arrived and chatted animatedly to each other as they played showing that they had developed friendships. Children were equally happy to play alone, such as one child who played with the trains although other children did try to join in.

Children are suitably engaged and interested in their play and learning because they enjoy a reasonable selection of appropriate opportunities that are both adult and child-led. Children mostly engaged in free play activities, but some participated in adult led activities. A group playing in the sand spontaneously started singing whilst playing in the sand and the other children and staff joined in. Children answered questions and were keen to participate. Children sustained interest for a reasonable length of time such as during story time and circle time.

Children have opportunities to do things for themselves and generally develop their skills. Children developed some gross motor skills during outdoor play although this was restricted due to sharing the playground with the school children. There were good opportunities for language and communication development with stories, rhymes and singing and creative and fine motor skills were developed when painting and playing with playdough. Children also learned to look after their belongings. They would hang their coats when they arrived from school and took responsibility for their own lunch bags and putting rubbish in the bin.

2. Care and Development

Good

Summary

Staff generally keep children safe and healthy. Staff mostly manage interactions appropriately. They generally promote children's play, learning and development and meet their individual needs

Our findings

Staff are working towards implementing policies and procedures to keep children safe and healthy. Most staff were aware of their duties and responsibilities to report any concerns in relation to child protection. The person in charge was competent and confident in discussing her responsibilities and staff were confident in identifying and reporting signs and symptoms of abuse within the service. However, some were unaware of the process to report members of management to the Local Authority. Staff mostly followed satisfactory hygiene practices. For example, staff wore an apron to prepare snack for the children, wiped down the tables and encouraged children to wash their hands before snack or lunch. However there were occasions when hygiene procedures could have been improved for example, during lunch time procedures.

In the main, staff promote positive behaviour management strategies. Most staff knew the children well and therefore managed interactions adequately. Some staff praised children and provided positive encouragement, "*Well done*" and "*You're such a good boy/girl*". Staff were caring and warm towards the children such as providing reassurance and comfort when one child said that they were missing their parents. There were instances when few staff members sat and interacted with the children or only chatted with them in general terms. This did not further or enhance the children's play or experiences. Additionally, the behaviour management procedures were not made clear to children and some did not understand what was required of them. Improvements were made between visits, with a clearer procedure implemented and more individualised behaviour plans were created for children with additional needs.

On the whole, staff know, understand and meet children's needs and abilities but do not implement individualised behaviour and learning plans in a timely manner. Children mostly engaged in free play and some adult led activities were planned. Staff recorded observations of children's ability and discussed children's individual learning styles confidently but this information did not adequately link to children's development or planning for the next steps in their learning. There was very little documentation identifying individual plans to support children with additional needs and ensure consistency in their learning. However, by our second visit, new documentation had been created to record observations, that also linked to learning and next steps for children's development. Staff had created Individual plans, visual timetables and visual resources for children with additional needs.

3. Environment

Adequate

Summary

Leaders ensure the safety of the environment well, and they provide a relatively suitable environment. Leaders ensure children have access to a reasonable supply of resources and equipment.

Our findings

Leaders successfully ensure the environment is safe for children. The premises is secure and regular maintenance checks are carried out. The entrance to the service was secure from unauthorised access and a visitors' book was in place. Leaders had completed and reviewed comprehensive risk assessments for all areas of the premises, indoors and outdoors. Records evidenced annual tests of heating and electrical equipment and that staff carried out regular fire drills to keep children and visitors safe.

Overall, the environment is welcoming, friendly and is potentially a rich environment for play and learning. Children's work was displayed and the layout of the premises allowed for children to develop their independence through free movement and access to appropriate facilities. There was satisfactory heating and ventilation and the premises was clean. Toys and resources were stored at child height but it would benefit some children if more resources were set out for them to see and spark their interests. Initially, there was no area available for children to relax or retreat to if they became overwhelmed, but by the second visit, a comfortable area with a circus tent had been constructed for children if they wished to have time out.

Leaders ensure that most children can access good quality and a satisfactory variety of age-appropriate furniture, toys and equipment both indoors and outdoors. There was a good range of varied resources for children to engage and play with although the quantity of items could have been increased. The outside area was rich in play and learning opportunities but children shared the outside playground with the school children, which limited the time in which it could be used. The leaders told us that the school had provided a section of the playground for the club's use and they were waiting for a building company to come to section it off, which they planned would provide more freedom for children to utilise the outdoor area as an extension of the classroom.

4. Leadership and Management

Good

Summary

Leaders mostly comply with regulations but there are areas for improvement.

Our findings

Leaders ensure they comply with many relevant regulations and the national minimum standards (NMS). They have an adequate knowledge of their regulatory responsibilities but leaders need to clearly differentiate between the wraparound service and the after school and holiday club that they also operate. A statement of purpose was in place that reflected the service provided and met NMS guidance. Most service related documentation had been gained or completed, comprehensive policies were available and leaders reviewed these annually or more frequently if needed. Leaders kept some documentation and records on the premises but others were held at the main office. All information was made available by the second visit but there was still some confusion between whether some records were for the wraparound club or after school/ holiday club for example, the rota contained staff information for both clubs.

Leaders undertake a quality of care review but it is not solely for the Bear Pak Wrap Around service. Leaders seek feedback from children, parents, staff and other agencies and have received very positive survey returns. However, as the report is not solely for the wraparound club it does not concentrate on the care provided and improvements or changes that would benefit the children who attend.

The management of staff is satisfactory. Leaders follow a safe recruitment process to safeguard children. They have satisfactory systems in place to update suitability checks as required. Basic supervision was carried out approximately every six months and appraisals annually however, these could be increased to ensure a more robust performance management system. Additionally, whilst leaders encourage practitioners to attend mandatory training and respond positively to staff training requests, they need to identify further training to meet children's needs in a more timely manner.

Leaders have mostly positive relationships with the local community. The relationship with the school is generally positive and the club can utilise some of the school grounds. Relationships have been fostered with local agencies and parents often help out to raise funds for the club.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Ensure all means of communication can be understood and responded to;
- ensure there is a clear distinction between the wraparound service and the after school/ holiday club;
- hold more regular individual staff supervision meetings;
- identify additional staff training needs in a timely manner;
- seek out feedback and compile a quality of care report that is solely for the wraparound club; and,
- ensure policies and procedures are fully implemented.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 11 November 2019 and 13 November 2019 for approximately 6.5 hours.

We:

- inspected a sample of documentation and policies;
- observed practice;
- spoke to some children, some parents and to the staff and
- provided detailed feedback over the telephone to the person in charge on 29 November 2019.

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 Full Day Care
Responsible Individual	Sian Lewis
Person in charge	Harriett Franklin-Jones
Registered maximum number of places	18
Age range of children	3 – 5 years of age
Opening hours	Weekdays 8:00am – 3:30pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First inspection since registration
Dates of this inspection visits	11 & 13 November 2019
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:	

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