



Childcare Inspection Report on

DASH Playscheme

**Ysgol Bro Sion Cwilt
Synod Inn
Llandysul
SA44 6JZ**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

20/08/2019

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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

DASH playcheme operates from the site of Ysgol Bro Sion Cwilt, Synod Inn. The service offers play and leisure activities during school holidays for children who have additional needs, aged between 4 and 11 years. They operate from 9:30 a.m. – 3:30 p.m. Monday to Friday for four weeks during the school summer holidays, and sometimes also open for four days during the Easter holidays. The nominated responsible individual is Gail Young and Gwawr Bowen is the person in charge of the day to day running of the service. The service implements the Welsh Government's 'Active Offer' in relation to the Welsh language.

Summary

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

1. Overall assessment

Children are happy, have formed positive relationships with staff and enjoy the activities on offer. Staff provide responsive and nurturing care to children. They are good role models and use effective strategies to encourage positive behaviour. Leaders provide children with a clean, comfortable and safe environment. They ensure children have access to a range of interesting indoor and outdoor areas, and resources are of good quality and appropriate for the children's needs. Leaders have a clear vision for the service and share this vision effectively with staff. Positive partnerships have been formed with staff, parents and the community, ensuring children benefit from a service which is well run.

2. Improvements

This is the first inspection of the service since its re-registration in June 2018. We have, therefore, not found any significant improvements as part of this inspection.

3. Requirements and recommendations

Some recommendations were made in relation to risk assessments, the need to record when toys and resources are cleaned and ensuring staff have access to the most up to date policies.

1. Well-being

Good

Summary

Children are happy and settled. They feel comfortable in expressing their views and are confident their wishes will be respected by staff. Children have good relationships with the staff and have ample opportunities to take part in activities they enjoy.

Our findings

Children were confident to express themselves and communicate with staff as all attempts at communication were listened to. For example, a group of children asked if they could take a ball to the neighbouring football field for a game, staff quickly supported them to fetch cones to mark out goals and accompanied them to the football pitch. Children were able to choose from a wide range of activities which had been set up ready for them and we saw them moving freely between activities and different play areas as they wished.

Children were settled and clearly felt secure in their surroundings. They were familiar with the activities available and had formed positive relationships with staff who knew them well. They played happily alongside the staff and knew to approach them when they needed help. For example, during the outing one child became unsettled when they first arrived at the play barn and looked to a staff member for reassurance. The staff member recognised the child's anxiety and gave them a sense of security by providing comfort and support to engage in another activity to distract them. The child quickly settled and went to join their friends in the soft play area after a few minutes. Children were confident to approach us and talk about their favourite activities and share their achievements.

Children were learning positive social skills and forming bonds of affection with staff and their peers. For example, they were happy to wait their turn to ride on the swings in the playground and waited appropriately with support from staff. Another group of children were eager to play together and took turns to push each other on the roundabout. Children were able to make their needs known using a variety of different methods to aid their communication. For example, one child was starting to use visual aids to increase their understanding. We saw these being used during the outing to help the child understand what was happening during transition periods from one activity to another.

All children were positively engaged in activities and were interested in the experiences on offer to them. A group of children enjoyed playing with the cup and ball toys. They chatted eagerly together, having fun with lots of laughter and smiles exchanged as they played. Two children enjoyed helping each other to walk on the bucket stilts. They happily chatted and instructed each other on how to balance on them and where they should walk. Outings had been arranged which were enjoyable and exciting for the children throughout the summer. For example, children visited a local soft play area and a playground on the day of our visit.

Children were encouraged to learn new skills and be as independent as possible. They were asked to carry their own lunches, put on their own shoes and to wash their hands before eating and after using the toilet. Children were also encouraged to tidy up after finishing an activity. The children who were able to were encouraged to set out their own lunches during their picnic and tidy up their own rubbish afterwards with support from staff.

2. Care and Development

Good

Summary

Staff are committed to provide responsive care and a variety of activities for the children who attend. They know the children well and plan activities according to their preferences and abilities. Staff encourage positive behaviour by being good role models and setting boundaries.

Our findings

Staff were aware of their duties with regard to keeping children safe and healthy. All staff had received child protection training and those we spoke with were familiar with the correct procedures to follow should they have a concern about a child. There were sufficient staff who had received paediatric first aid training, meaning they would be well equipped to provide basic medical attention in the event of an emergency. Any accidents which had occurred were recorded appropriately and signed by parents. Fire drills had taken place regularly and recorded appropriately, ensuring children and staff were well rehearsed in how to evacuate the premises in the event of an emergency.

Staff provided plenty of opportunities for children to play outdoors, enabling them to be physically active and get plenty of fresh air. Children were encouraged to wash their hands before snack and meal times and appropriate procedures were followed when changing nappies and completing personal tasks. Parents were asked to provide packed lunches for their children, and children were provided with water to drink throughout the day.

Staff spoke with children in an affectionate manner and had formed positive relationships with them. We heard plenty of laughing and joking throughout our visit and staff engaged in games and activities alongside the children, modelling positive behaviour and social skills. Staff knew children well and engaged with them to reduce any agitation or anxiety they may be experiencing. For example, one child became slightly agitated while at the playground. Staff used distraction techniques and gave lots of cuddles and reassurance to help the child settle. This resulted in the child settling quickly and confidently re-joining the group. Staff gave gentle but firm reminders of what was appropriate if children began to squabble or be unkind to each other. They would explain why certain behaviours weren't appropriate in a way which the children understood. Staff provided lots of praise for positive behaviour and when celebrating children's achievements.

Staff knew children's individual needs and were able to provide activities according to their interests. They encouraged children to engage in the activities available to them and played with them to reinforce positive behaviour and help them to develop their social skills. Children who needed more support to complete tasks were provided with this as the staff knew who required additional assistance, and who could be more independent. Staff gather

the necessary information on children's needs and preferences before they started at the play scheme and used this to plan to meet these needs effectively. Daily diaries were completed for each child, detailing their time at the service and parents were required to sign these daily to indicate they had read the information shared.

3. Environment

Good

Summary

Leaders provide children with a clean, comfortable environment. They ensure children have access to a range of interesting indoor and outdoor areas, and that resources are of good quality and appropriate for the children's needs. Leaders have completed risk assessments for the areas used by children but need to ensure that all hazards to children's safety are identified and that hazardous items are stored out of children's reach.

Our findings

Leaders ensured the building was secure to ensure no unauthorised persons could gain access. Accurate records were kept of staff, children and visitor's attendance. Children were able to use the secure outdoor area as they wished. Risk assessments were in place for all the areas used by the children. However, we noted that not all hazards had been noted and disposable plastic aprons, which could pose a hazard to children were stored inappropriately. Comprehensive risk assessments had been completed for the regular outings provided to children. Leaders ensured staff carried a file with emergency contact details, a first aid kit and with all the necessary resources, when leaving the premises. Leaders also ensured an appropriate staffing level on outings in accordance with each child's individual needs.

The service is operated out of a school hall, which offers plenty of space for the number of children who attend to be able to move around and explore as they wished. Children also had use of another classroom, which was used as a quiet area, a sensory room and outdoor area, providing a variety of interesting spaces to explore and play. Activities available included playing with musical instruments, sports equipment, construction toys and a selection of games and puzzles. The outdoor area was large and offered plenty of space for children to move around and take part in physical activities, such as riding on scooters and bicycles. There were also sand and water play areas as well as a play house and mark making opportunities for children to explore.

Toys and resources were easily accessible. Children had a sense of belonging as the school was familiar to them. Some pictures and samples of work were also displayed on the walls, but as the service operates in the school it was difficult for them to be able to make the environment more personalised as there was no separate space for children attending the scheme to display their work.

Furniture was of a good quality and suitable for children. Leaders provide quality resources for the children which are purchased in accordance with the activity plans. For example, paints, craft materials, cooking ingredients and equipment. Children also have access to the

toys and games available in the school. All toys were of good quality and appropriate for the ages and abilities of the children. Leaders told us toys and equipment were checked and cleaned regularly, however this was not recorded.

4. Leadership and Management

Good

Summary

Leaders have a clear vision for the service and share this vision effectively with staff. Policies and procedures are in place and staff implement these effectively, ensuring children benefit from a service which is well run. Leaders are committed to continually improving the service they provide. Positive partnerships have been formed with parents in order to ensure they are well informed.

Our findings

Staff were fully aware of their roles and responsibilities. Policies and procedures were in place and these were implemented by staff in their daily practice. For example, staff implemented methods outlined in the service's behaviour management policy effectively throughout the day. The person in charge told us a policies file was in place for staff to access, however these policies were dated 2016. The responsible individual stated all policies were also available online for staff to access when they wanted. These online policies contained all the required information and had been reviewed regularly. We advised the responsible individual to ensure staff were clear on which set of policies were the correct ones. We looked at the service's statement of purpose, which contained all the required information meaning parents could make an informed decision about whether the service could meet their and their child's needs. The service operates bilingually and implements the "Active Offer".

The responsible individual had begun the process of reviewing the quality of the service for the current year, by sending out questionnaires requesting feedback from parents. Feedback was also gathered from children verbally during sessions and staff were able to share their views during staff meetings and supervision sessions. The responsible individual told us this information would then be collated to plan for improvements to the service. A report had not yet been written due to still being in the process of gathering feedback, however we viewed the report from the previous year, which contained a summary of the feedback received, improvements which had already been made to the service and planned improvements.

Documents looked at evidenced leaders had carried out thorough pre-employment checks to ensure the suitability of staff to work with children and that training and support had been provided to ensure they had the skills needed. Leaders ensured staff were deployed effectively during the sessions, making sure children were given the support they needed and general tasks were completed, such as tidying up and preparing buses prior to outings. Staff told us they had a good working relationship with the person in charge and responsible individual. They stated leaders were approachable and available to answer any

queries at any time they wished and they had regular opportunities for supervision, evidence of which was seen on staff files.

Leaders gathered lots of information from parents prior to their child attending the service. They noted any individual needs, health needs and individual preferences and a communication profile was in place for each child. Parents were provided with a comprehensive information pack which enables them to make an informed decision about whether the service could meet their needs. Leaders and staff work closely with families in order to ensure they provide a service tailored to each family's individual needs. Daily diaries were in place for each child and parents were asked to regularly communicate with staff via these.

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 consider:

- ensuring all potential hazards are outlined in the risk assessments and that hazardous items are stored out of children's reach;
- ensuring records are kept of when toys and resources are cleaned, and
- ensuring all policies which staff have access to are up to date and staff are clear on where to access these should they need to.

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 the 20 August 2019 between 9:10 a.m. and 4:40 p.m.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, staff, person in charge and responsible individual;
- looked at the areas used by children and resources on the day of our inspection, and
- gave detailed feedback to the person in charge and responsible individual of what we found and what needed to be addressed.

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 Out of School Care
Responsible Individual	Gail Young
Person in charge	Gwawr Bowen
Registered maximum number of places	30
Age range of children	4-11 years
Opening hours	9:30am-3:30pm Monday to Friday. The service is open during school holidays and operates for four weeks during summer and four days during Easter.
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	This is the first inspection since the service re-registered in June 2018.
Dates of this inspection visit(s)	20 August 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 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:	

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