



Childcare Inspection Report on

Overton Playcentre

**School Lane
Overton-on-dee
LL13 0ES**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

10/09/2019

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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

Overton Play Centre is registered to provide care for up to 30 children under 12 years of age. The responsible individual is Bethan Richards. Nicole Langley and Rachel Harris are the nominated persons in charge and oversee the day to day running of the full day care/ wrap around service. Rachel Harris is the Overton Play Centre Manager. The hours of operation are Monday to Friday 7.30 – 18.00 excluding Bank Holidays. Funded places are available for children as part of Early Entitlement and the service is inspected by Estyn. English is the main language. This is a service that does not provide the Welsh Language “Active Offer”.

Summary

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

1. Overall assessment

Children are happy, settled and engaged in their play based activities. Children express themselves confidently verbally and non-verbally and are able to make themselves understood, helps them to make independent choices. Staff are experienced and responsive to children’s individual needs and provide a good range of activities indoors and outside. Children benefit positively from a variety of toys and equipment. The environment is secure, comfortable and clean. Leadership and management of the service is good.

2. Improvements

This is the first inspection since the service re-registered with CIW as a Charity Incorporated Organisation (CIO). There are even closer links with St Mary’s Out of School Service as both services are managed by the Overton Play Centre Manager. Due to the efforts of staff, parents, children and the wider community fund raising has taken place, and as a result improvements have been made to the premises and new resources have been purchased.

3. Requirements and recommendations

The service is compliant with the relevant regulations. We made one recommendation in relation to fire drills.

1. Well-being

Good

Summary

Children are listened to and they communicate well with staff and their friends, expressing their needs, and making choices with confidence. They are happy at the service, feel safe and are developing a sense of belonging. They enjoy their play and learning and have good opportunities to develop their skills and independence through established routines. They have a good range of activities with visits within the local environment and are active and interested in what they do.

Our findings

Children were able to express themselves and had a choice of which activities they wanted to join in with as they could easily access resources and equipment. For example, a small group of children joining the after school session chatted together as they explored the play options available and enthusiastically decided they wanted to play within the newly constructed interactive, sensory 'bear hunt area'. Children expressed themselves confidently and knew what they had to say was understood and respected. For example, when a child said they were not hungry and did not want to even try the buttered malt loaf for snack the child's choice was listened to and other options were made available later in the afternoon in accordance with child's appetite.

Children were settled and had good relationships with each other and staff. Children felt safe and valued in an environment and routine they were familiar with, which enabled them to play and learn, promoted their well-being and supported them to build friendships. Children who were new to the service, and those who needed more support were provided with appropriate comfort and reassurance. Children interact well with each other, staff and other adults around them such as visitors to the service. All children were well behaved, following the service rules and being respectful to each other. Plenty of chatting and laughter was heard during children's play. Snack and meal times were a sociable occasion, children sat down together as a group and talked about their favourite foods and what they would like to play next. They shared resources and equipment well and helped to put them away together.

Children enjoy their play and learning and had a choice inside and outdoors, including free play, messy play and group activities. A group of children were excited to play with the sand. They were seen using their imagination, finding solutions between themselves by creating sand castles, various shapes of pretend food, and with a little help from each other experimenting how to transport the items to the home corner to extend their play. Lots of smiles and laughter were also seen as a group of children played together racing around on a variety of wheeled toys. Some children described their favourite activity which is going to the local park. Staff were responsive and with much delight the rest of the afternoon was

spent at the local park where children enjoyed their community resource for adventurous play.

Children have good opportunities to become independent, for example, helping to tidy toys away, using the toilet and washing their hands, and serving themselves at snack time.

2. Care and Development

Good

Summary

Staff are suitably qualified and experienced. They are good role models and understand how to keep children safe and healthy. They are knowledgeable of children's individual needs and support them well. A range of activities are planned that support children to learn and develop skills effectively. Staff are consistent and professional in their interactions, use praise to promote positive behaviour and set realistic boundaries which help children to know what is expected of them.

Our findings

Staff keep children safe because they follow the policies and procedures of the service. They had appropriate first aid qualifications to enable them to respond to minor accidents. Staff knew what to do if they had concerns about a child, and accident and incident records were completed and shared with parents. In the main, fire drills were practised to keep children safe. However, a fire drill had not been held at the beginning of the new term. We were assured by the person in charge that this would take place in the near future.

Staff implement good practice with regards to infection control. Tables are wiped before they are used for food. We saw children were guided to wash their hands before eating and after using the toilet. Parents provide a packed lunch, and staff provided children with healthy snacks. For example, children had malt loaf after school and those staying later had cereal in the park. There was a choice of water or milk to drink. The three week menu showed nutritional food was consistently provided. Staff also ensure children are given regular opportunities to be active and get fresh air through using the outdoor space. This promoted children's overall health and well-being. Leaders were working towards the Healthy and Sustainable Pre School National Award. This demonstrated their commitment to promoting good health in the early years.

Staff used effective strategies to manage children's behaviour. They supervised the children in all situations and managed children's interactions promptly, speaking to children in a calm caring manner and using positive praise to motivate them. For example, during outdoor play a group of children were well supervised and able to keep safe whilst climbing to the top of a high fixed play structure when given age appropriate explanations about the importance of listening to instructions and taking turns getting to the top, or when using the zip wire. All children could accomplish things for themselves and coped well with the challenging experiences available to them.

3. Environment

Good

Summary

Leaders keep children safe and provide a welcoming, clean, and secure environment both indoors and outside. The surroundings are child friendly and rich play conditions are provided. The quality of resources is good. Resources and equipment are suitable and staff make good use of them. Play spaces are innovative, well-resourced and versatile to meet children's needs. The premises have recently been partially refurbished and decorated in such a way as to provide a stimulating and nurturing environment.

Our findings

Leaders had systems in place which ensured the environment remained safe for children to use and that staff were aware of their responsibilities with regard to health and safety. Risk assessments were in place and were adequately detailed. The main entrance door was locked and a record was kept of all visitors. Fire doors were clear of obstructions. Outdoor areas were secure. Children were well supervised whilst on the outdoor equipment. The outdoor area promoted independence and allowed children to be physically active.

Throughout the service toys and equipment were stimulating for the children with resources set out within easy reach. The main room was divided into learning areas and was furnished with a suitable range of play items that the children enjoyed and found interesting, such as the home corner and sensory area which can be turned into a creative space for various themed activities.

Low level chairs with tables enabled children and staff to sit together at meal times. There was a cosy sofa for stories, quiet time and cuddles, and room for sleeping. Children had individual bedding which was regularly laundered. Older children had comfortable sofas and furnishings where they were seen relaxing or chatting to their friends. Larger tables of various heights enabled children to spread out play items, games or complete craft work. Leaders provided clean and well maintained resources which gave children ample choice as to what they wanted to play with.

4. Leadership and Management

Good

Summary

Leaders have created a positive ethos and established a strong team of staff so the service runs effectively. Self-evaluation is a priority with leaders continually improving the service and updating staff training needs. Partnerships are a particular strength with leaders having positive relationship with parents, the feeder school and the local community.

Our findings

Leaders were experienced and worked effectively to deliver a shared vision to ensure good outcomes for children by building on the skills and expertise of the staff. They encouraged staff and children to contribute towards decision making. Meeting notes showed that regular management meetings focused on how they planned to improve the quality of the service. This created a positive ethos where everybody felt valued. Most policies had been reviewed, leaders regularly informally observed staff, and also partner staff for mentoring and monitoring. This ensured they share their expertise and work collaboratively to improve their professional practice and develop confidence in their roles. Parents had access to the service's policies and procedures and the statement of purpose reflected the service well which enables parents to make an informed choice.

Leaders were reflective and evaluated the service effectively. Parents and children's views were included in the annual quality of care report, and leaders had identified priorities for improvement. For example, leaders had recently created an additional outdoor area to promote wild life and added more sustainable materials outdoors and inside. Several staff were in the process of completing their play worker qualification, and as a result plans were underway to provide more adventurous activities, loose parts play and messy play.

Leaders took constructive feedback on board and immediately planned to implement minor issues raised during inspection.

We looked at a range of records and found these were well maintained and included all required information. Leaders supported staff well through supervision and annual appraisals and ensured staff had access to regular training. Staff files were complete showing safe recruitment processes are in place, including induction, and all staff had up to date enhanced criminal record certificates which evidenced their suitability. Staff ratios always met the National Minimum Standards.

We saw a good level of trust had been established and parents we spoke to were complimentary about the service. Leaders engaged regularly with parents through informal conversations, newsletters, the information board and the service's social media page. We saw parents were easily contactable by phone as leaders requested them to collect their children directly from the park as the children had decided they wanted to go there.

Leaders had strong links with the local community which enriched children's learning and experiences of their local area. For example children were taken on nature walks, to the local church, and to the shop to buy food for snacks. Leaders provided a monthly update in the local newsletter informing the community of past and future events. For example, leaders had organised a celebration of the fifty years since opening of the service with a garden party and ball. Current plans include a 'grand opening' to celebrate recent improvements and the new legal entity charitable status and merger with St Mary's Out of School Club.

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:

Fire drills are undertaken at the beginning of each term and when new children or staff join the service and at suitable intervals thereafter.

6. How we undertook this inspection

This was a full unannounced post registration inspection.

One inspector visited the service from 15.00 – 17.45 on Tuesday 10 September 2019.

We:

- observed practice and completed observations to evidence the children's engagement and the care being provided by staff;
- inspected the environment, toys and equipment;
- spoke to the children, staff, and three parent/carers;
- spoke to the manager / person in charge of the service;
- looked at a wide range of records, and
- provided feedback to the person in charge on the day of the inspection.

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 Full Day Care
Responsible Individual	Bethan Richards
Person in charge	Nicole Langley Rachel Harris
Registered maximum number of places	30
Age range of children	2 – 12 years
Opening hours	7.30 -18.00, 52 weeks of the year
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection since the service was re-registered
Dates of this inspection visit	10 September 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 service does not provide an 'Active offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of the children who use, or intend to use the service. We recommend the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in 'social care'
Additional Information: None	

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