



## Care and Social Services Inspectorate Wales

**Children and Families (Wales) Measure 2010  
Child Minding and Day Care (Inspection and Information for Local  
Authorities) (Wales) Regulations 2010  
The Child Minding and Day Care (Wales) Regulations 2010**

# Inspection Report

**Brynmill Playscheme**

**Brynmill Community Centre  
40 St Albans Road  
Brynmill  
Swansea  
SA2 0BP**

**Type of Inspection – Baseline  
Date(s) of inspection – Monday, 8 August 2016  
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## **Description of the service**

Brynmill Open Access Playscheme was held in Brynmill Community Centre, Swansea and they are registered for seventy children between the ages of five and twelve years. Mr Peter May is the registered person and Ms Helen Richards is the person in charge.

## **Summary of our findings**

### **1. Overall assessment**

Overall we, the Care and Social Services Inspectorate Wales (CSSIW) found that children attending Brynmill Playscheme experience stimulating and challenging play experiences and are happy, safe and secure. Children particularly enjoyed playing outdoors during their visits to several near by parks and by going on day trips. Practitioners provide children with warm and caring relationships.

### **2. Improvements**

None

### **3. Requirements and recommendations**

We notified the registered person that the service was not compliant with regulations relating to staff holding required qualifications.

We recommended that:

- The self assessment tool for Open Access Play providers is completed
- That the registered person compiles an annual quality of care report.

We also recommended that:

- That the Tool for Open Access Play providers to self assess the staffing ratios for Children between ages eight to 12 years is completed

## **1. Well-being**

### **Summary**

Children are listened to, valued and develop independence. Children are stimulated and motivated to play with a range of resources and are well settled and happy at the playscheme. Children enjoy opportunities to take part in freely chosen and self directed play and interact well with each other and with the adults caring for them

### **Our findings**

#### **1.1 To what extent do children have a voice?**

Children can make a broad range of choices and are listened to. They are enabled to choose and request activities and resources.

Once the children were on site they were seen excitedly accessing activities of their own free choice. We saw them playing enthusiastically and were highly active. They made lots of independent choices in their play which contributed to them learning through play. We observed them choosing from a broad range of resources which motivated the children to control and direct the intent of their play. We saw children followed their own interests, ideas and instincts. For example, whilst engaged in art and craft creations, playing pool and table top games. We heard the children involved in lively discussions with each other about how they were looking forward to riding their scooters and skate boards in the park. We saw the older children helping the younger children, listening to them and supporting them in their play encouraging them to join in all activities.

Children and young people have a voice. They have a choice within their activities and make decisions about their play.

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

Children are happy and settled. New attendees are welcomed and made to feel part of the group.

We saw most children had formed positive attachments with staff and were happy, settled and secure in their company. We saw that the children separated from their parents/ carers with ease. We found that the children had formed friendships and happily chatted to other children that they had met for the first time. We saw the children approached staff as and when they wanted to ask them a question and that they were able to make decisions about what they wanted to play or arrange to go to the park and knew that they would be listened to. We saw a child attending her first session and at first had his parent close by, but he soon familiarised himself with the setting confidently playing along side the other children.

Children are happy, settled and new children feel welcome.

#### **1.3 How well do children interact?**

All children interact and co-operate well with their peers

We saw that children interacted well with one another. They were seen sustaining their interests and enjoyment in play activities for long periods of time with each other. We saw them taking turns on the skateboard ramps and on the swings. They sustained collaborative play and we saw the older children were happy to support the younger children. For example in the park they watched them climbing onto the climbing apparatus telling them to hold tight when they were up high and were seen pushing them on the swings until they laughed with joy and excitement. We observed them watching over the younger children when walking to the park helping them to stay safe reminding them not to go off the pavement and to walk nicely together. We heard lots of laughter and observed that all children interacted and co-operated exceptionally well throughout the day.

Children at Brynmill playscheme behave and interact well with one another.

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

Children are motivated, stimulated and enthusiastic to be involved in a range of planned and free play activities that the play-scheme provides.

We saw children constantly busy and on task and that they influenced the activity they were involved in for example, we saw children climbing equipment in the park, taking risks on the skate board ramp demonstrating their skills. We saw that the play activities on offer facilitated play opportunities that maintained the children's interests as they were seen moving around from one area to another accessing equipment and activities of their choice. We saw that the children were confident to 'have a go' and to have fun in their own way. We observed children maintained interest in their play which clearly increased their enjoyment as they were seen to be thrilled and stimulated throughout their time at the playscheme.

Children are enthusiastic in their play and learning.

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

Children develop and are becoming independent. They are confident to try things before asking for help and know that if they ask for help they will receive it.

We saw children involved in activities confidently and independently before asking for help from a staff member. For example we observed children daringly standing at the top of the skate board ramp before conquering it on their skate- board or scooter. When younger children wanted a go the older children sent them to ask an adult first. We saw children extremely confident throughout all activities that they were involved in.

Children develop a good level of independence and follow personal interests.

## **2. Care and Development**

### **Summary**

#### **Our findings**

Practitioners meet the needs of the children through caring interactions keeping the children safe, happy and fulfilled.

#### **2.1 How well do practitioners keep children safe and healthy?**

Leaders and staff know the children well and meet their needs, keeping them safe and happy.

We found that staff understood and followed the playscheme's child protection policy. We spoke to two staff members who confirmed that they understood the referral process and procedure. They confirmed that should they have any concerns about a child in their care that they would in the first instance discuss them with the registered person and/or person in charge. Some had attended child protection training. We saw that the staff encouraged the children to be perceptive of safety matters for example whilst walking to the park. There was an adequate number of trained first aiders on site. We saw that staff had arranged planned activities and free play that encouraged children to be physically active to include indoor and outdoor play.

Children are kept safe and happy

#### **2.2 How well do practitioners manage interactions?**

Staff manage the interactions with children consistently, providing clear expectations for children regarding what is considered acceptable behaviour.

We saw that all staff were approachable and sensitive to the needs and experiences of individual children. Staff managed interactions with the children in a warm, kind, understanding and age appropriate way that was consistent and fair. We found their approach to managing behaviour helped children understand right from wrong and we heard them clearly explaining to children the reasons for taking turns and respecting each other as well as giving them praise when they listened. This was also demonstrated by observing the children who were divided into teams. Points were awarded to them by the person in charge at the start and end of each session for good behaviour and to those children who had helped in some way. The winning team would be given a treat. The children told us that this was great fun and they enjoyed accumulating points for their team. Additionally we saw that the staff had given the responsibility to the children to establish play scheme rules and boundaries and we observed that at the start of playscheme a child stood up and read the rules out loud to the other children.

Staff manage the interactions and behaviour of children well

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

Practitioners promote children's learning through play opportunities and responsive care.

We saw that the practitioners knew the children in their care well and were aware of their individual needs and preferences. They planned as a team appropriate activities to sustain the children's interests providing a caring nurturing environment. We found that the practitioners had high expectations for the children's learning through play and by them having fun and enjoyment. They actively encouraged each child's curiosity focusing on the promotion of the children's confidence and self esteem. We saw that resources were organised so that they were easily accessible to children. Staff were deployed effectively to support children's play and learning.

Practitioners promote children's play and meet their individual needs effectively.

### **3. Environment**

#### **Summary**

#### **Our findings**

The environment provides children with opportunities to be involved in fun play activities and the layout promotes children's independence.

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

Children are cared for in a safe, clean and secure environment. The premises are suitable for purpose and are generally maintained to a good standard.

We found the playscheme was welcoming, friendly and provided a rich environment for play. Leaders identified, and so far as is possible, eliminated risks to children's safety by risk assessing the premises, toys and equipment prior to use. Leaders ensured that children were supervised at all times. We saw that each staff member was given responsibility for supervising a group of children within a specific area of the playscheme or when in the park.

Prior to lunch we saw leaders followed good hygiene practises ensuring that children washed their hands. We saw registers completed that ensured that each child in attendance was recorded. We also saw that a registration form was completed prior to a child's attendance with details of their individual needs and contact details of their parents/ carers. We saw that play areas were large enough to give scope for free movement and well spread out activities and that the premises were safe, secure and suitable for purpose and are generally maintained to a good standard. There was adequate public liability insurance for the provision in place and the premises were satisfactorily clean and well maintained.

Leaders ensure the safety of the premises.

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

The premises provide a rich environment for play. The layout of activities and access to materials and resources ensures a suitable environment.

We saw that there was sufficient space and facilities to meet the needs of the children. The premises had been assessed giving consideration to a child's perspective and the whole environment was well planned and organised to reflect this. For example all

physical games such as football, netball, table tennis and physical play activities took place in the large hall with quieter activities set out in the back room. We saw that leaders ensured that the environment and equipment was accessible regardless of children's needs and abilities by organising play opportunities that were adapted to meet children's age and stage of development.

Leaders ensure the suitability of the environment enhances and promotes children's independence.

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

Children benefit from good quality resources, equipment and materials.

We saw a good variety of resources that were age appropriate and gave children stimulating and challenging play opportunities as well as promoting the children's curiosity. Leaders had clearly set out activities in advance for the children ensuring that they were easily accessible for them and age appropriate. For example table tennis, soccer games, a snooker table, art and craft activities, books and table top games. We saw that the leaders took pride in providing children with play opportunities that kept them occupied, stimulated and fulfilled. We observed that the resources were in good condition and of a high quality.

Staff ensure that children have good quality resources and equipment.

## **4. Leadership and Management**

### **Summary**

Leaders set high expectations for themselves. The children's needs are met effectively via a very motivational and enthusiastic style of management. The practitioners are fully supported to fulfil their roles and all have a very clear vision for the provision to fulfil and meet the ethos of the playscheme.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders create a positive ethos where children and staff are valued.

Leaders were keen to ensure that the service met the regulations and national minimum standards. There was a clear statement of purpose which gave an accurate picture of the service provision. We saw that leaders encouraged and supported all staff to do their very best and that as a result good team work ensued. Prior to the start of the playscheme the staff met to discuss the programme of activities and their role and responsibilities. Staff told us that they thought the leadership was effective and that they were proud to work at the playscheme. We found that policies and procedures were accessible and available for parents and carers as well as staff. The service offered the Welsh "active offer" in relation to the Welsh language.

Leadership is effective and positive

#### **4.2 How effective is self-evaluation and planning for improvement?**

Leaders are giving consideration to the evaluating the service and planning improvements.

We found that practitioners actively listened to parents and carers feedback which was given verbally on a day to day basis. We found that a quality of care report had been completed for 2015. However, the report needed to be made available for service users. The registered person told us that a quality of care review would be completed for 2016 and a report compiled that would be available to service users and a copy sent to CSSIW.

Leaders are in the process of implementing an effective system to provide a quality of care report to service users.

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

The recruitment process of staff is effective and resources are managed well, but improvements should be made in ensuring that appropriately qualified staff work at the service.

Leaders ensured that staffing ratios were maintained. The registered person informed us that an Induction procedure for all volunteers and practitioners is in place. We found that 50% of the staff did not hold a qualification at least at level 2 from the Skills Active's Integrated Qualifications Framework for Playwork. We found staff files were on site and contained information in line with requirements of the regulations. Staff members held valid and satisfactory Disclosure and Barring Scheme checks. The registered person confirmed

verbally that he was satisfied with each staff member's suitability and fitness to undertake their roles and responsibilities.

That staff employed have a recognised qualification for playwork.

#### **4.4 How effective are partnerships?**

Leaders have developed a good relationship with parents, carers and children.

We saw that there was a relaxed discussion between parents/carers and staff when they dropped off and collected their children from the playscheme. Staff informed us that this was how parents/carers were kept informed of any relevant playscheme updates. We saw information relating to the playscheme was displayed in the main hall. We spoke to several parents who were all happy with the service and had no complaints. They praised the commitment of staff and the variety of activities and new challenging experiences their children had received at the playscheme. One said "it teaches them behaviour, discipline sharing and caring and they make new friends". Another said "my grandchildren come here my children before them. They love the activities outings and play opportunities the playscheme is invaluable my children love the team games and party day at the end of the playscheme". They also commented on the commitment and dedication of staff. Children told us that the playscheme was fun. One child said 'I get up very early to come to playscheme because I can't wait to be here'. another said 'I meet my friends here and we can play all day, the leaders are nice and give us lots to do and I am going to be a leader here when I'm older'. The registered person told us that no complaints had been received. We saw a written complaints policy and procedure was available for service users.

Leaders build effective partnership with parents, carers and children.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Areas of non compliance identified at this inspection**

We found that the playscheme was not compliant with the regulations regarding:

- That staff employed hold a recognised qualification from the current list of accepted qualifications for Skills Active's Integrated Qualifications Framework for Playwork (or any lists which supersede them)

### **5.3 Recommendations for improvement**

- That the Tool for Open Access Play providers to self assess the staffing ratios for Children between ages 8 to twelve years is completed
- That the quality of care report is made available to service users.

**6. How we undertook this inspection** This was a full inspection undertaken as part of our normal schedule of inspections.

- One inspector undertook one visit to the service on 8 August 2016.
- We inspected a sample of documentation during the visits.
- We observed practice during our first visit and completed observations on two children using the SOFI tool to capture evidence of children's engagement and the care being provided by staff.
- We spoke to the registered person, person in charge, staff, parents and children.

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