



Childcare Inspection Report on

Brynmill Playscheme

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



Date Inspection Completed

31/07/2019

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Description of the service

Brynmill open access playscheme is held in Brynmill Community Centre, Swansea. They provide care for up to 70 children under the age of 12 years. There are two sessions morning and afternoon offered from 10:am to 12:30pm and 1:00pm to 3:30pm Monday to Friday for three weeks of the summer holidays. The registered person is Peter May and Helen Richards is the person in charge. It is an English speaking service with Welsh introduced through conversations and play.

1. Overall assessment

Outcomes for children are excellent in terms of their well-being. Children are happy and enjoy attending. They are confident, interact well and take part in stimulating activities. Practitioners know the children well and are genuinely interested in the children's views and opinions. Leaders ensure that everyone at the service has a strong voice. They are thriving in a service that provides them with a range of play opportunities. Practitioners are effective in supporting children's individual needs and in identifying their specific requirements. They are also good in terms of implementing the service's policies and procedures in relation to children's safety and health. The environment is welcoming and well designed with a very good range of resources and equipment to support children's play. There are good systems to facilitate the smooth running of the service in order to meet the outcomes for children and parents. Leaders and staff have good partnerships with parents.

2. Improvements

- Many practitioners have successfully achieved their Play Work level 2 and/or 3 qualification and some staff have attended 'Prevent' training and
- emergency lighting has been installed.

3. Requirements and recommendations

The following recommendation was made,

- To provide evidence of service users feedback in the quality of care review.

1. Well-being

Summary

Children are very secure, happy and valued in a service that promotes their well-being and interests. There is a strong ethos of listening to children's views and feelings to promote their self-worth. There are excellent opportunities for children to make choices and decisions. Children are very happy, motivated and contented, thoroughly enjoying their time at the play scheme. They are listened to and all attempts at communication are valued. They are encouraged to speak and express themselves and know that their ideas will be listened to. Children are independent in their chosen play.

Our findings

Children are very confident to speak up and communicate with practitioners. They are active participants in terms of directing their play and choosing resources, and the focus of sessions is balanced in favour of children's individual choices. For example, during registration and group time children went over the playscheme rules that they had compiled and spoke confidently expressing their views about what they wanted to do. For example, going to the park was their favourite choice.

Children are extremely settled and comfortable in the care of practitioners and are at ease with their peers. They show pleasure and enjoyment when their efforts and accomplishments are acknowledged by staff and bonds of affection are evident. For example, some children had constructed a creation out of shapes, which they proudly showed off to all the staff and children, who praised them for their wonderful work. Others held hands with staff as they walked to the park, chatting away happily and contentedly together. Children voiced that they loved attending and were excited and happy to be there.

Children are establishing firm friendships with their peers and are learning important social skills, such as turn taking and sharing. 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 telling them not to go too fast when on their bikes and/or scooter. They played happily alongside each other, waited their turn and listened to what each other had to say. At lunchtime, the children sat together chatting to each other and staff, making this time a sociable and enjoyable experience for them.

Children have extensive opportunities to develop their physical skills because of the range of play experiences afforded to them. For example, many had for the first time learnt to ride scooters. They show considerable pleasure and enjoyment in their play. Outdoor play is a strong focus of each session and children chose whether to remain in the hall with many games to keep them busy or go to the many parks in the local area.

Children show confidence in their independence. All children accessed the toilet facilities without adult assistance and independently washed their hands. Overall, children took part with enthusiasm, having lots of fun in their chosen play.

2. Care and Development

Summary

Staff are professional, motivated and very good in supporting children's needs, as well as their health and safety. There are procedures to identify children's specific needs and practitioners are aware of their responsibilities in relation to safeguarding and supervision of children in their care. Practitioners have warm relationships with children. They are calm and positive, managing children's behaviour very well. They know the children in their care as individuals understanding their needs and preferences and meet their needs effectively.

Our findings

Overall all staff keep children safe and healthy. They are clear about the safeguarding procedure to follow if concerned about a child in their care. Several staff have attended first aid, child protection, food hygiene and prevent duty training. A children's attendance register is completed and parents sign children in and out. Children supply their own lunch. Staff follow appropriate hygiene practices are followed, such as wiping down tables before lunch and hand washing. Any unnecessary risks to children have been identified and as far as possible eliminated by the completion of risk assessments.

There is positive support for children in terms of their social behaviour. There is a behaviour management policy in place understood by all staff. They are clear of their role in relation to supporting children's behaviour. They act as positive role models for children in their care and we observed them speaking respectfully to each other and children they were caring for. They used positive reinforcement and praise effectively during our inspection, and minor issues were immediately addressed, with reminders to children about the importance of being kind. Children were polite regularly saying "please" and "thank you". Children with an additional need received support as necessary.

Planning of activities was flexible with children leading their play in general. Toys, games and art and craft materials were all easily accessible for children. they had a good choice of board games, a pool and snooker table, football games, table tennis to name but a few.

3. Environment

Summary

Leaders ensure that the environment is safe and clean. Leaders identify any risks to children and as far as possible, eliminate or reduce them. The setting is welcoming and stimulating providing a rich place for children's free play. The environment is well designed, welcoming and child friendly.

Our findings

Leaders ensured that the environment is safe and secure at all times. Details of visitors are recorded. The registered person told us that heating appliances and fire equipment tests had been overseen by the care taker of the hall, with the local authority responsible for the maintenance of the centre. Leaders practised fire drills and completed a log. Leaders ensured that children were supervised well and understood the difference between acceptable and unacceptable risk for the age group of children they worked with. For example, only children aged 8 years and over could use the skate board ramps with their scooters and bikes.

Leaders ensure the suitability of the premises well. There is effective use of space and facilities to meet the children's needs. They provide children with a good range of toys, equipment, resources and furniture and ample outdoor play opportunities in the natural environment. The layout promotes different areas for children to experience varied play. 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. Older children had asked for an additional area for themselves and this was promptly acted upon. Children are kept interested, active and engaged throughout their time at the scheme. Challenging play experiences and opportunities kept children happy. For example, they looked forward to playing on the skate board ramps in the park. Overall, the good child friendly environment gives children fun and enjoyment that promote exciting and stimulating play opportunities for all ages and abilities.

4. Leadership and Management

Summary

Leaders have a clear vision for the service. They are committed to monitoring and improving the service. There are good partnerships in place with parents. Leaders manage the service well. They comply with the relevant regulations and national minimum standards. They maintain up to date policies, procedures and records.

Our findings

Leaders have well developed systems in relation to service records and documents. There is a clear vision for the service, and this is reflected in the statement of purpose, which is shared with parents. There are appropriate policies and procedures in place and leaders review them to ensure that they are up to date and relevant, which is generally before the start of the play scheme.

Documents are of a good standard and information from accident and incident records is collated. Times of arrival/departure for children was evident, records included the times of practitioners' arrival/departure. Leaders maintained the required records in relation to children's personal information, such as registration forms, accidents, incidents and attendance records. Emergency medical consent from parents had been sought.

There are good procedures in place for self -evaluation of the service in order to improve outcomes for children. Following the last play scheme in 2018 a quality of care review was conducted, and a report compiled. Questionnaires have been distributed to parents and children as part of this process. However, there were no completed questionnaires available for us to view. The registered person informed us that feedback had been complimentary. Staff said that they were highly valued and that they were listened to and respected for their contribution to the play scheme. Parents we spoke to stated, " my child just does not want to leave here, staff are very approachable and helpful". Children said that they had lots to do, had fun and really enjoyed being there. They said that they liked being in teams and collecting points for being helpful, good behaviour and having a treat as their reward.

Staff have opportunities to attend courses to extend their knowledge and practice and many have successfully completed either a level 2 or 3 in Play Work. Staff confirmed that they met for open discussions of new ideas daily and carried out an evaluation of their findings at the end of the play scheme.

There are clear systems in relation to recruitment processes and induction. Staff files contained the relevant information required by regulation. Staff and volunteers receive induction and those we spoke to stated that they were happy with the induction process they received.

Partnership with parents is good and well established. Leaders have open relationships with the parents. We heard relaxed conversations at pick up time. For example, staff informed parents as to what their child had been involved in during the session and discussed forthcoming events.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

None

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector undertook one unannounced visit on 31 July 2019, for a period of approximately 4 hours and 30 minutes. Feedback was given to the registered person at the end of inspection.

During the inspection, we:

- observed practice and the care provided by staff;
- spoke to the registered person, person in charge, staff, some children and two parents;
- looked at a range of records including the statement of purpose, policies and procedures, two staff files, registration forms, some completed accident and incident forms.

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 Open Access Play Provision
Registered Person	Peter May
Person in charge	Helen Richards
Registered maximum number of places	70
Age range of children	5 to 11 years
Opening hours	Monday to Friday for the first 3 weeks of the summer holidays. Session (1) 10:00am to 12:30pm Session (2) 1:00pm to 3:30pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	8 August 2016
Dates of this inspection visit(s)	31 July 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 people /children who use, or intend to use their service. We recommend that the service provider consider Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

Date Published 26 August 2019