



Childcare Inspection Report on

Playworks Dinas Powys

**Dinas Powys County Infant School
Cardiff Road
Dinas Powys
CF64 4JU**



Date of Publication

Monday, 8 April 2019

Welsh Government © Crown copyright 2019.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Playworks Childcare Limited are registered to care for up to 32 children at Playworks Dinas Powys. The service has been registered with Care Inspectorate Wales (CIW) since October 2007 and provides an after school care service exclusively to children attending Dinas Powys Primary School. The group operates from the school hall on the infants' school site, and this hall has direct access to the school playgrounds for outdoor play. This is an English language service. A Person in Charge manages the service on a daily basis and a Responsible Individual has been nominated on behalf of the limited company who supports the service.

Summary of our findings

1. Overall assessment

Children are settled and happy attending the service, and they have choice over the activities available for them. Children attending this service benefit from suitable relationships with motivated staff who have a sound understanding of the children and are generally able to meet their needs. The play environment is safe and secure, but resourcing of the play space should be improved to ensure children have good opportunities to engage in a variety of interesting play experiences. The leadership and management of the service is sound and pro-active, and ensures a reliable, quality service for children and parents.

2. Improvements

At the last inspection in February 2015, we found that the service was not compliant with regulations because insufficient staff held suitable first aid qualifications. Evidence at this inspection showed this has been addressed. All-but-one member of the current staff group hold a suitable paediatric first aid qualification, and the last member of staff is booked on to training shortly.

3. Requirements and recommendations

We found the service to be compliant with the regulations. We have made some practice recommendations in relation to children's behaviour and sense of belonging in the service, and the resource provision.

1. Well-being

Summary

Children at this service enjoy their play experiences and are content and settled. They are listened to and have developed fond relationships with staff. They have opportunities to play and develop skills, and much of the play provision is child led.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak and express themselves, and their communication is valued by staff. We observed the practitioners to be considerate of the children's views and conscious to follow their lead and allow them to express themselves. Of the activities available to the children, a small selection are planned by staff each day based on children's interests. Beyond that, children were able to choose freely which activities they wanted to engage in and whether they preferred to play indoors or outside. All children were confident to move freely around the play space. When outside, children had use of the adjoining playground and grassed area. We observed children playing on the climbing equipment, running and playing games of their own invention, playing with a large box of dressing up and role play equipment, or with balls and skipping ropes. From the role play resources, children chose to play café and a member of staff joined in with them as a customer, placing orders.

Children have a voice in this service.

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

Children are secure, comfortable, happy and relaxed in a service where they have developed suitable relationships with staff and peers. They are happy and confident to approach staff and are often keen for them to engage in their play. The children are happy and they smile and laugh whilst they are playing. Children were confident to engage in play of their choosing in the knowledge that their choices would be respected. All of the children are very self-assured in the service, and they are almost all excited to be at the club. Many were very happy to talk about what it's like to be in the club and they told us that they enjoyed their time there. We heard a child tell a member of staff excitedly "I still fit in the tiger costume!", and the member of staff replied "It's been three years now, you love that don't you", which the child agreed to happily.

Children in this service are well settled, happy and confident. They have formed relationships and feel valued.

1.3 How well do children interact?

On the whole, children co-operate, take turns and share, and their behaviour shows some sensitivity to the emotions of others. All children demonstrated an understanding of what is expected of them whilst they are at the service, and generally all children are suitably behaved. No significant issues of unwanted behaviour were observed. However, the service is loud and busy, and this can be intimidating for younger and quieter children.

Children are, in the main, self disciplined, and able to play well together across the ages of children attending the service.

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

Children are mostly interested and engaged by the play based activities available to them. We saw that children were active and curious. They were happy and confident to move between activities freely, but also held a sustained interest in activities of their choosing as well. About half of the children chose to do colouring or drawing when they arrived, while a small group watched a film on the television. Others ran around engaging in their own play, talking and playing with paper aeroplanes which they had brought with them. After about 15 minutes, the school parents had cleared the playground and the children were able to go outside to play. The majority of the children took up this offer and enjoyed running on the grass, developing their own games, climbing on large play equipment and dressing up.

Children at this service generally enjoy their play and leisure time, and are able to sustain interest in their play and gain a sense of achievement from it

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

Children are developing and are suitably independent. Staff spoke knowledgeably of the children and their interests and preferences. We observed that children appear to be making suitable progress. We saw that children have some opportunities to practice their self help and independence skills, appropriate to their age and stage of development. For example, children helped to tidy up, serve their own snack, access bathroom independently, and move freely between activities, both indoors and outside.

Children in this service are confident and are developing their age-appropriate independence skills.

2. Care and Development

Summary

Children at this service benefit from motivated carers who want to make a positive difference to the children's experience. Care giving is relaxed and children's needs are met. Staff respect the children in their care and the decisions they make.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Children remain safe and healthy because staff have a sound understanding of their responsibilities and of the policies and procedures in place to support them in their roles. Staff we spoke to had a suitable understanding of dealing with child protection concerns and all staff have undertaken training in child protection in the last three years. There are a sufficient number of staff to meet the needs of the children, and a suitable proportion of the staff group hold a child care or play qualification, and a paediatric first aid certificate. Hygiene is adequately promoted at the service. Children were encouraged to wash their hands before snack and food preparation areas were also appropriately maintained. We saw children enjoy a healthy snack served buffet-style, allowing children to pick what they wanted.

Staff keep children safe and healthy and there are appropriate policies and procedures in place to support this.

2.2 How well do practitioners manage interactions?

In the main, staff set realistic boundaries, are good role models and use a fairly consistent approach to managing behaviour, taking into account children's age and understanding. We observed staff to be warm in their guiding of behaviour and they were encouraging when the children made a good effort and praised this. No significant instances of unwanted behaviour occurred during the inspection. However, the service is very busy and lively. We discussed with the Responsible Individual the approach to managing behaviour. She told us that she was conscious that some of the quieter staff were not sufficiently confident to step in and manage behaviour when necessary and that this can end up falling to more confident staff, and so she intends to meet with staff to discuss this to ensure behaviour is managed consistently by all staff.

Generally, interactions are managed suitably by staff, but some staff lack in confidence in this busy service and so additional measures should be taken to support the staff group in managing children's behaviour.

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

Staff provide a friendly and caring environment in which children can relax and where their care needs are met. We saw that the children were comfortable interacting with staff and were happy to involve them in their play. All staff generally spoke in a calm and reassuring manner, which put children at ease. They also appeared to have a good understanding of the children they care for. Staff have some awareness of the principles of the Foundation Phase curriculum and promoting children's play opportunities. Some activity planning is implemented and we saw children engage with what staff had set out on the day. We also saw that children were able to ask for additional resources and staff were happy to provide these.

Children's care needs are met and activity provision allows them to be suitably occupied.

3. Environment

Summary

Children have access to some good quality resources. The premises are secure, they are clean and well maintained and provide a suitable child care environment. The range of play and learning resources should be improved to further promote children's play opportunities.

Our findings

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

Children are cared for in a safe, clean and secure environment. The security of the service is appropriate on the school site. The premises are cleaned regularly as part of the school cleaning routines and the management of hygiene and infection control is suitable. We reviewed safety records and found that the service's Public Liability Insurance, periodic electrical safety certificate and annual gas safety certificate were up to date. A fire risk assessment is in place and records confirmed that fire drills are conducted on a regular basis. We examined the risk assessments in place for the service and found them to be suitable, specific to the premises and reviewed regularly. Risk assessments are also in place for activities and transporting children.

Parents and children can be confident that the facilities and equipment are safe because of good maintenance and hygiene practices.

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

Children benefit from an environment that is welcoming and friendly, but improvements should be made to ensure it provides a rich environment for play and learning. The service is located in the infants' school hall and we found this to be well decorated and welcoming. However, none of the display boards in this space have been made available for the use of the after school club. Information about the service is displayed on moveable display boards, but there is no facility for children to display their work or other items which would help to develop a stronger sense of belonging in the service. Outside, children are able to access a varied play environment; there is a playground for games, the school field area, and large climbing equipment. We saw that the children were keen to make use of the outdoor space during the inspection. Suitable school furniture is also available to the children for table top activities and snack times.

Children benefit from a suitable environment with which they are familiar and where they are confident to explore, but consideration should be given to ways in which a stronger sense of belonging can be fostered within the service.

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

Children have access to an adequate range of toys and equipment but this should be expanded upon to improve children's experiences. During the inspection, staff set out some drawing and colouring, a selection of books, and a television playing a film. For much of the session, children chose to play outside where they ran and climbed on play equipment, as well as bringing out balls and dressing up resources which they enjoyed. We saw that the only storage available for the service's resources was a small shed outside, and so children's ability to find resources for themselves was limited. We also saw that the shed was not well organised, which further impacted on children's ability to make choices over the resources to play with.

Staff and leaders ensure that children's development is promoted but the limited resources and storage facilities are impacting on some of the play opportunities for the children.

4. Leadership and Management

Summary

Parents and children receive a consistent, reliable, which is well run, with due regard paid to the regulations and National Minimum Standards for Regulated Childcare. The provider is committed to improving outcomes for children, reflecting on practice and is proactive in planning for improvements to the service.

Our findings

4.1 How effective is leadership?

Children and parents benefit from a well run and planned service. The service has a Statement of Purpose in place which the Person in Charge told us is shared with the parents. This Statement of Purpose contains the information required by the regulations, is clear, and is kept under review to ensure it is always an accurate reflection of the service provided. We examined the service's policies and found them to be appropriate and thorough. The records we saw showed that staff record accidents and incidents, but in some instances we found confusion as to when an 'accident' record is required versus when an 'incident' record is required. Staff also record any existing injuries children have when attending the service. Medication records contained the necessary information and parents sign both to give permission for the medication to be administered as well as afterwards to acknowledge the entry. The registers of children's attendance are completed in a timely manner and contain all necessary information. Children's records also contained the required information to ensure staff are able to meet the children's needs.

Parents can be confident the provision is well run through good leadership and management, and with due care and attention paid to the regulations and National Minimum Standards.

4.2 How effective is self evaluation and planning for improvement?

Children and parents benefit from a service which is committed to high standards and improving outcomes for children, and they are actively involved in defining and measuring the quality of the service. There is a system in place to ensure that a formal self evaluation of the service is undertaken on at least an annual basis. The Quality of Care report demonstrated that the service consults with parents, staff, children and relevant external agencies in order to review the quality of the service, and uses that information to set an action plan intended to improve the service over the following 12 months.

The service draws on first hand evidence and the views of stake holders to plan for improvements to the service.

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

The service is effective in managing staff, their time and prioritising activities responsively to ensure that children's needs are met in a timely manner. We observed staff to be well organised and we saw that this allowed them to remain calm whilst delivering care. Robust procedures are in place to ensure the persons caring for children are suitable and qualified. There is a system in place to ensure that DBS (Disclosure and Barring Service) checks and mandatory training is renewed as necessary. We examined all staff files and found that they contained all necessary pre-employment checks. Records showed that staff induction is undertaken in a planned manner, supervisions are conducted with each member of staff regularly and appraisals are undertaken annually.

The service is well organised and this has a positive impact on children's experiences.

4.4 How effective are partnerships?

Parents' and children's expectations about the service are matched by their experience. Children have their needs and preferences identified and parents know how these will be met. A child record form is completed for each child by their parent so that staff have all the information necessary to be able to provide care to the children and meet their needs. There are appropriate policies in place which outline how the service operates and copies of all policies are available to parents. Parents are kept involved and informed about their child's activities. Staff are available to talk to parents at the end of each day to inform them of how the child has been. Parents who responded to CIW questionnaires all confirmed they were satisfied with the communication in place between the service and themselves.

Children's needs are identified to ensure a good quality of care can be provided, and parents have all the information they need to make an informed choice about using this service.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Additional measures should be taken to support staff in managing children's behaviour;
- ensure staff fully understand when an incident record should be completed versus an accident record;
- resources should be audited and extended, and they should be stored in a way to make them attractive to children to promote their choices and independence; and
- consideration should be given to how a stronger sense of belonging can be fostered within the service.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

- One inspector undertook an unannounced visit to the service. We visited the service for one day to observe children and the care they received;
- we reviewed information held by CIW;
- we undertook a visual inspection of the premises;
- we spoke to a number of children throughout the visit. We also spoke to several staff present, and some parents. Staff and parents also provided written feedback to CIW by completing and returning questionnaires;
- we looked at a wide range of records. These included the Statement of Purpose, staff files, health and safety records, children's files and activity planning.

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	Sarah Gardner Katherine Watkins
Person in charge	Georgia Morrison
Registered maximum number of places	32
Age range of children	3 – 12 years
Opening hours	3:30 to 6pm, Monday to Thursday, term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	10 February 2015
Date of this inspection visit	21 February 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?	<p>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 <i>'More Than Just Words follow on strategic guidance for Welsh language in social care'</i>.</p> <p>The service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.</p>
Additional Information: None	