



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru  
Care and Social Services Inspectorate Wales

# Childcare Inspection Report on

**Playworks - Archdeacon**

**Archdeacon John Lewis Primary School  
Brackla Way  
Brackla  
Bridgend  
CF31 2JS**



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## **Description of the service**

Playworks Archdeacon was registered in June 2010 and provides an out of school service for a maximum of 32 children aged between three and 11 years old. The club operates from Archdeacon John Lewis Primary School in Brackla, Bridgend and is open between the hours of 3pm and 6pm, Monday to Thursday during the school term. The service is provided through the medium of English with incidental Welsh used. The responsible individuals are Tessa Gully and Katherine Watkins and the persons in charge are Michelle McKean and Jane Griffiths.

## **Summary of our findings**

### **1. Overall assessment**

We found that children at Playworks Archdeacon benefit from warm, genuine care from caring and patient staff. Children are listened to and know their opinions and feelings are valued. Children's independence is encouraged. There are some ongoing issues regarding the safety of the environment.

### **2. Improvements**

None

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

We notified the provider of the following non compliance relating to:

- Fitness of the premises: ensuring that unauthorised access is monitored and upheld whilst the club is operating from the school hall

We also recommended that they:

- update the statement of purpose to include name and address and actual opening hours;
- date all meeting records within children's meeting book;
- further promote children's independence during snack time by allowing children to pour their own milk and butter their own scones etc;
- review and update risk assessments annually;
- date all policies and
- amend CSSIW contact details on the complaints/concerns policy.

# **1. Well-being**

## **Summary**

Children at Playworks Archdeacon are listened to and make choices. They are happy and settled and enjoy opportunities to take part in freely chosen and self directed play.

## **Our findings**

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

Children are able to make choices, are listened to and all attempts at communication are valued.

Children had access to various activities and resources, from which they were able to choose. Children told us that they had the choice of what they wanted to do and that made them happy and they enjoyed coming. Children freely chose the toys and resources that they wished to use from those set up for them around the hall. Some children chose to spend their time sitting quietly completing an art activity with chalk, glitter and glue whilst others were involved in playing with construction toys. One child chose to relax on the cushions placed on the floor. We heard children being asked many times “what would you like to do now?” One child stated he wanted to fetch another resource from the storage cupboard and the staff member assisted. All children participated in some kind of activity and played alongside or with children of a range of ages. During snack time children confidently stated what they wanted to eat.

Children were involved in sharing their ideas and feelings in a meeting. They shared their feelings with staff members and these were formally recorded by staff.

Children at this service have a strong voice and good choice.

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

Children are settled and happy at this service. Their feelings, likes, dislikes and concerns are taken into account at all times.

We saw children smiling, laughing and chatting with their friends and with adults. They happily chatted to us and asked what we were doing there. Children engaged in conversation freely with the staff and told us they felt happy at the club, “I get to play with my friends. I like it here.” It was evident that the children had formed very good friendships with others, including those from different age groups. Children playing with the loom bands helped each other and modelled how to create bracelets. Children explored the hall confidently and chatted animatedly with each other. Other children, who preferred to have some quiet time, sat by themselves or with another friend so that they could chill and chat on the bench or on the cushions. The children said that they felt that they could approach the persons in charge if they wanted or needed anything.

Parents also confirmed how happy their children were, “Hard to get him away from here. He loves it here” as well as “She loves it here. Really happy coming.”

Children are very well settled and feel secure and happy.

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

Children play alongside and with others in a kind way.

All children interacted well with one another and were polite to the staff caring for them. We saw children playing and co-operating with their friends during the inspection. Children happily accepted a system of taking turns to be the food monitors during snack. We saw the children working well together during their role play scenario with the plastic vehicles, pretending that an emergency had occurred. Children sat together and on each other’s laps on the bench and we heard them chatting to each other.

Children interact well with one another.

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

Children engage in self-directed play and are interested in what they do.

Children freely explored the room and moved between the different games and activities that had been set up. We saw children choosing from a range of activities available to them indoors. Children told us they were able to choose what they wanted to do at all times and did not have to do anything if they did not want to. The back of the hall had been made up as a quiet area with cushions and a mat for children to sit or lie on. We saw children enjoy a craft activity, chatting to staff and to each other about the fire works they were creating using various glitters, sequins and chalk. We also saw a group of children enjoying playing a game using the vehicles and parking spaces drawn by a member of staff on a piece of paper. Other children were involved in a role play situation together, using the dolls head and accessories. Children remained at activities for as little or as long as they wanted and followed their own interests. We heard one child say, “I’ve had enough of doing this” and moved to another area to play.

Children enjoy their play very much.

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

Children have secure relationships with the staff, and discuss their feelings with them when they need to.

Children had a good range of toys and resources that allowed them to be independent in their play. All children used the toilets independently. Children sat in an orderly manner to

receive snack at the table. Staff prepared the snack and then they chose food monitors to help with distributing the snack. Staff also poured milk for them ; however a water dispenser was made available for children to help themselves to a drink. We saw a child use the water dispenser independently to fill her water bottle. Independence was encouraged to some extent during snack time as children were given the responsibility of clearing their plates. We observed this as being a very social time where children and staff chatted about their day. Many children were helpful in assisting staff to tidy away games, resources and tables during the session.

Children are beginning to develop some independence.

## **2. Care and Development**

### **Summary**

Staff follow policies and procedures to keep children safe and healthy. They manage children's interactions well and are consistent in their calm approach. They show genuine care and affection for the children.

### **Our findings**

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

Staff are fully aware of the child protection policy and know what to do if they have concerns about children in their care. The club offers a range of healthy snacks and encourages healthy activities and outdoor play.

Staff told us what they would do if they had concerns about children in their care and demonstrated that they were familiar with the club's procedures. They stored food offered for snack in line with Food Standards Agency guidance, and we saw that staff had received food hygiene training. Water was available for the children to drink and they were able to freely access a drink without staff support. We saw relatively good hygiene procedures being implemented and children and staff washed their hands before eating. Staff and children wore disposable aprons as they dealt with food. There was good evidence of infection control measures in place with staff members wiping tables with antibacterial products prior to snack. Staff used an accident book and these were all signed by parents. Administration of medication records were completed correctly.

Staff are effective at keeping children healthy and safe.

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

Staff provide clear explanations regarding what is and is not acceptable behaviour.

Staff and children were calm and did not raise their voices throughout the visit. All staff were consistent in using strategies to manage behaviour such as clapping to silence the children and by reminding the children to 'show good sitting'. Staff did not have to deal with any behaviour issues as the children were well behaved and willing to co-operate, share and take turns whilst playing. Throughout the inspection we saw that staff set clear expectations for children in terms of what was expected of them, and praised good behaviour. We observed all staff interacting well with the children. For example they took part in a game using the parachute as well as playing a game using the plastic vehicles and creating numbered parking spaces for the vehicles. Staff encouraged number recognition as they played with the children, guiding them to park in different numbered parking spaces. Staff demonstrated a warm manner towards the children. Children said that staff were approachable and friendly.

Staff manage interactions remarkably well.

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

Staff meet their needs and are aware of children's preferences. They plan with the children and use their feedback for future planning.

There was a relaxed, friendly atmosphere at the service and the children were happy to play at the club. We saw that staff knew the children and were aware of their preferences. Staff were caring and very responsive to the individual needs of the children. Staff informed parents at the end of each session about what the children had been doing. Staff used their planning sheets to set up the hall in advance with activities. We saw a member of staff playing vehicles with a group of children and she encouraged them to park the car in the correct numbered parking space, "you park in space number 10. Well done, fantastic. Good job." During a craft activity, children discussed their favourite colours with a member of staff and were supported to create different images of fire works as the staff modelled examples. We heard the Welsh language being used incidentally by staff members during our visit, for example "mae'n amser taclsuo/tidy up time."

Staff promote children's play and meet their individual needs well.

### **3. Environment**

#### **Summary**

The environment provides children with opportunities to play indoors and outdoors. Resources are of good quality and the area is clean, well maintained and suitable for the age range attending; however there are issues regarding access to the hall.

#### **Our findings**

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

Leaders use basic systems to keep the environment safe and secure. Improvements are needed to ensure that the environment is secure.

The service runs from a hall within a primary school. Access to the premises was secure from outdoors; however we saw members of the school staff and some parents walking through the hall. The staff had placed notices on both doors informing school staff members and parents that the hall was in use; however these were ineffective as staff and parents continued to access the hall. Parents and carers were asked to sign out their children at the end of the session. Leaders had risk assessments in place; however these had not been reviewed since August 2015. We saw logs of fire drills which were carried out regularly, and the most recent one had taken place on 6 September 2017. We did not see evidence of electrical testing at the club.

Leaders try to make the environment safe.

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

The environment is welcoming and spacious. The layout promotes children's independence and is maintained to a good standard.

The out of school club was based in a large hall within the primary school, so there was plenty of space for the children to spread out and take part in a variety of activities. Leaders used areas of the room well to provide spaces for the children. Games and resources had been set up around the room to give the children room to play. They had arranged the snack area to create a sociable area for the children which was accessible to all. There were cushions in the back of the room for children to relax on when they wanted quiet time. Most games and activities had been set up on child size tables. The club also had access to a large outdoor area. We did not see this being used due to the weather being unfavourable.

Leaders ensure the suitability of the environment.

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

Leaders ensure that indoor and outdoor play areas provide appropriate play and learning opportunities. They provide appropriate resources, furniture and equipment to the children.

Leaders had provided play resources that were suited to the age of the children attending the club. Indoors, for example, they had provided children with loom bands, jenga, hopscotch, dolls, transformers, craft and colouring activities, board games and plastic vehicles. Children had access to the outdoor area; however we did not see children use the area during our visit. We viewed photographs in the scrap book and saw children playing outdoors with various resources, including netball, archery, gymnastic ribbons and outdoor play equipment. Leaders provided a sufficient number of tables and chairs that were suitable for the children, as well as suitable cups, bowls and plates.

Leaders ensure that the resources and equipment are of acceptable quality.

## **4. Leadership and Management**

### **Summary**

Clear policies and procedures are in place, which are shared with staff and parents.

### **Our findings**

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

The service has a good team of staff who work well together ensuring children's needs are met.

We saw records of children's arrival and collection times including a signature of the person collecting them. There was also a record of staff attendance times at the club. The statement of purpose was an accurate reflection of the service, but did not contain all the required information. Staff told us that they thought the leadership was effective and the leaders were very approachable. We observed a positive and relaxed atmosphere during our visit.

Leadership is effective.

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

Leaders and staff know their service well and promote a positive culture of continuous evaluation with the children.

Leaders and staff evaluate activities with the children, and took their views and opinions into account when planning.

A copy of the quality of care review report was available during inspection. We found that the report included feedback from parents, staff and children. One child stated in their questionnaire, "I love coming to club to play with friends outside."

The service had not fully completed and submitted the Self Assessment of Service Statement (SASS) parts one and two as requested by CSSIW.

Self-evaluation and planning for improvement is developing.

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

Leaders ensure that staffing ratios are maintained. There are contingency plans in place to cover staff illness and annual leave.

Leaders had ensured that the correct number of staff were on duty each day. This was evident during the visit. Appraisals and supervisions were in place. Staff told us they were supported quite well by leaders. The service had procedures in place for staff recruitment

because we viewed three staff files which contained the required checks and supporting documentation.

Leaders' management of staff and resources is sufficient.

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

Leaders have a good relationship with the parents.

We saw that there was a relaxed discussion between parents and staff as they collected their children. We spoke to parents / carers who all gave positive feedback on the service, telling us that their children enjoyed coming to the after school club. Relationships between staff and children were found to be strong and secure and there was a positive relationship between the club and the wider school. It was evident as children arrived at the club beaming that they were happy to see the staff. Staff welcomed and greeted the children as soon as they arrived. We saw some of the older children greeting the staff with smiles.

Leaders build effective partnership with parents.

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

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

The provider was informed during the previous inspection of non compliance relating to the statement of purpose. The provider has updated the statement of purpose; however further minor amendments are required.

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

We notified the provider of the following non compliance:

- Regulation 37 – Fitness of premises: previous inspections have made the providers aware of the issue regarding unauthorised access to the school hall during the hours of operation of the out of school club. During the inspection we found that this issue was ongoing.

### **5.3 Recommendations for improvement**

We also recommended that they:

- update the statement of purpose to include name and address, actual opening hours and elaborate on arrangements for dealing with any emergency;
- date all meeting records within children's meeting book;
- ensure all electrical items are PAT tested and a record is kept of year of purchase of electrical items;
- further promote children's independence during snack time by allowing children to pour their own milk and butter their own scones etc;
- update safeguarding policy to include different forms of abuse;
- review and update risk assessments annually;
- date all policies and
- amend CSSIW contact details on the complaints/concerns policy.

## **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 on 24 October 2017 for a total of three hours;
- we observed the children and the care they received;
- we spoke to the staff, several children and parents;
- we read the completed children's questionnaires;
- we looked at a wide range of records including staff and children's files, registers, contracts, the statement of purpose, accident logs and the club's policies and procedures and
- a meeting was held with the responsible individual to view documents and provide feedback on 8 November 2017.

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)

## 7. About the service

Type of care provided	Children's Day Care Out of School Care
Responsible Individual	Tessa Gully Katherine Watkins
Person in charge	Michelle McKean Jane Griffiths
Registered maximum number of places	32
Age range of children	3-11 years
Opening hours	3-6pm Monday to Thursday during term time only
Operating Language of the service	English
Date of previous CSSIW inspection	14 October 2015
Dates of this inspection visit(s)	24 October 2017
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 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; however we did hear incidental Welsh being used during the inspection. We recommend that the service provider considers Welsh Government's More <i>'Than Just Words follow on strategic guidance for Welsh language in social care'</i> .
Additional Information:	