



Childcare Inspection Report on

Playworks - Brynmill

**Brynmill Primary School
Trafalgar Place
Brynmill
Swansea
SA2 0BU**



Date of Publication

Tuesday, 14 August 2018

Welsh Government © Crown copyright 2018.

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

Summary of our findings

1. Overall assessment

Brynmill Playworks After School Club is based within a classroom space, the main hall and dining area within Brynmill Primary School, Brynmill, Swansea. The service is registered for a maximum of 53 children aged 3 to under 12 years of age. It operates from 3.30pm to 5.45pm on Monday to Friday. The responsible individual on behalf of Playworks Ltd is Katherine Emma Watkins and the person in charge on a day to day basis is Lynsey Copp. The language of the service is English

2. Overall assessment

Children have fun and take part in interesting activities. They have a strong voice and are confident that they are listened to. Staff interact easily with the children and keep them safe, happy and stimulated. Children benefit from a stimulating indoor and outdoor environment. Leadership and management of the service is generally effective.

3. Improvements

Since the last inspection the following improvements have been made:

- a wish list of activities and equipment is forwarded to Playworks on a termly basis and this list is compiled and discussed at the children's meetings;
- a range of new toys and resources have been purchased for the club's use;
- the club is a child led club which has been achieved through ensuring the children have a voice e.g. use of suggestion box, children's meetings, child led planning and via regular children's meetings;
- positive behaviour rewards;
- use of daily snack monitors to give out snacks;
- regular up to date training and training for staff members personal development;
- regular visits from a specialist sports coach to the club;
- greater use of the school hall for physical activities e.g. Dodge ball;
- the Safeguarding policy has been updated to include 'Prevent Duty' and 'Radicalisation' information,
- an 'Allergen' policy and procedure has been produced;
- all policies and procedures have been updated and amended in line with GDPR;
- the person in charge has attended GDPR training;
- won a Gold Award for health snacks from the City and County of Swansea in October 2017;
- updated the Statement of Purpose;

- staff within the club have been assigned specific roles for example sports, cookery and arts and crafts coordinators and
- developed new child led club rules

4. Requirements and recommendations

We made a recommendation in relation to:

- a copy of the most recent quality of care report being forwarded to CIW on its completion

Well-being

Summary

Children speak and express themselves clearly and are confident to communicate with their peers and staff. They confidently make choices and decisions about their activities and play. The children show interest and excitement in their play and thoroughly enjoy the activities and resources on offer.

Our findings

1.1 To what extent do children have a voice?

Children make choices and decisions and are listened to.

The younger children during outdoor play decided what they wanted to play with from a selection of toys and resources. They confidently moved from one play area to another and expressed their views quite clearly and several enjoyed playing on the climbing wall, balance beams and equipment as well as with bats and balls. The children participated well in the activities and shared their ideas on how best to make up the “Girls World” doll indoors. Two children were engrossed in the marble run, others played monopoly with a staff member and some chose to partake of the craft activity making origami “Minecraft” style boxes.

Children have a strong voice.

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

Children are settled and relaxed at the service.

All children cope well with separation from their parents and they turned up excitedly to the sessions. The children were totally at ease at the after school club and eagerly joined in the activities. The children were observed as having good bonds of affection with staff members and chatted to them happily and confidently about their families, day at school and forthcoming holidays and various clubs they had attended prior to coming or snack at the after school club such as football and ‘mad science club’. Children were able to demonstrate their feelings easily to staff and were happy to talk about their specific dietary needs and displayed plenty of confidence and self esteem.

Children are evidently safe and happy

1.3 How well do children interact?

Children co-operate with their peers and adults.

We saw many examples of children playing together and taking turns. For example the younger children took turns whilst sharing the toys and equipment available such as the

making origami boxes, small world toys, table top football, construction toys, monopoly and watching a DVD quietly on the carpet area. Children were observed chatting at snack time about their day at school and forthcoming school sports day. For example whilst playing outdoors with a Frisbee a third child assumed the role of the judge of the match and then they swapped over so everyone could have a turn of having a Frisbee match. Children had full access to move around activities of their choice both indoors and outdoors

Children interact eagerly and confidently.

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

Children are engaged in play based activities.

Children enjoyed organised and free play leisure activities and they sustained interest in their activities. The children informed us that they loved coming to after school club to play with their “good friends” Children had the option of going indoor and outdoors freely, engaging in the activities of their choice or just relaxing quietly if they so wished. Several younger children came in from the heat outdoors to give the ‘Girls World’ doll a make up and hair make over’ one child chose to play alone creating interesting monsters from various craft materials and another child was some time meticulously creating an origami treasure chest.

Children show great enthusiasm and enjoyment in their play

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

Children are developing and becoming independent learners

We saw children taking part in various age appropriate activities. The younger children took part in imaginative play when playing with dolls, small world toys and puzzles. The older children had opportunities to develop physical skills as they played with bats and balls, footballs, hoops and built dens in the enclosed yard area. The children moved from activity to activity happily and independently. Children showed great self skills by clearing away toys and games prior to snack, serving themselves at snack time as well as clearing away post snack.

Children have a good variety of play experiences and are becoming independent.

1. Care and Development

Summary

Staff keep children safe and healthy. They demonstrate a good awareness of safety issues and the organisation's health and safety procedures. Staff manage children's interactions well and show enthusiasm and patience towards the children. They plan age appropriate resources and activities for the children.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are aware of the service's health and safety procedures and have attended relevant training.

Staff understood that safeguarding had a high priority. Every staff member had attended training on child protection training and when we talked to them they knew who to approach to raise their concerns. Staff demonstrated that they understood their roles and responsibilities in keeping children safe and healthy. They had also received a Gold Award from the City and County of Swansea for healthy snack provision in October 2017. The staff followed a healthy eating policy and the Welsh Governments 'Appetite for Life' scheme as well as effectively meeting individual children's needs and preferences. For example all children diligent washed hands before snack, tables were wiped down with antibacterial spray and staff and the designated children who were snack monitors serving snack wore aprons and gloves. Healthy eating was also adhered to and we saw children enjoy snacks of ham, cheese, fruit scones, bread sticks, cucumber, pear, strawberries, brown bread and butter and a choice of water of milk to drink. All staff had attended regular health and safety training on risk assessments, fire evacuation and emergencies including missing children. Most of the staff had valid paediatric first aid certificates and many had attended first aid at work training as well as food hygiene training. Accidents and incidents were recorded correctly and parents/guardians asked to counter sign the relevant documentation. They regularly practised fire drills and records were maintained.

Staff effectively keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff model good behaviour and use positive methods to manage interactions.

We observed staff interacting positively with the children. For example they chatted enthusiastically to the children about their holidays, favourite films, football club, mad science club and the forthcoming sports day. They used effective distraction methods

when younger children were disrupting the older children as they played marble run. We saw them dealing with inappropriate and boisterous behaviour effectively. Staff were very patient with children who were unsure or upset and offered lots of praise when children completed tasks. They ensured that children fully understood what they would be doing in the sessions and constantly asked them for their views and input.

Staff are competent in managing interactions.

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

Staff provide a nurturing, fun and caring environment.

Staff planned a good range of activities and play experiences and session plans were available for the different provisions. During our visit children enjoyed a range of activities both indoor and outdoors. Staff ensured that the routines included active and quiet times. They interacted constantly with the children and the atmosphere was relaxed and welcoming. Staff enthusiastically joined in the children's play. Although English is the main language of the service staff made effort to introduce some basic Welsh phrases into the and children stated they knew some words such as "os gwelwch yn dda" (if I may please) and "diolch" (thank you).

Staff promote the children's play well by planning interesting and fun activities

2. Environment

Summary

Premises are safe, clean and secure. There are effective risk assessments in place. A designated classroom space, main hall and dining area serve as the main base areas for the after school club. Children have access to a safe, secure and enclosed outdoor area. There is a good selection of age appropriate toys and equipment available

Our findings

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

The premises are safe and secure.

We found security to be good as all visitors had to sign in to the club on arrival. Comprehensive risk assessments were in place with the last assessment having been completed in June 2018. Daily opening and closing checks were also completed. The checks on the fire safety equipment and portable electrical appliances were current with the full risk assessment and fire safety check having been completed in March 2018. The last fire drill had been conducted in June 2018. Premises were well maintained and kept clean. Leaders had received a food hygiene rating of 5 in March 2018

Leaders effectively ensure the safety of the environment.

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

The indoor environment is spacious, well decorated and comfortable.

Leaders had set up different play areas in the classroom space used by the after school club as its base room. We saw that some of the areas they had created included small world, role play, craft and a quiet area with books. Children were able to access the resources because they were kept in a storage cupboard and storage boxes. The children had access to a large enclosed outdoor playground.

Leaders ensure that the environment is fully suitable for children.

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

Children have access to age appropriate equipment and toys.

Leaders provide a good selection of resources for the children. For example we found that there was a selection of choice of paints, papers and other materials for craft activities as well as board games, construction, small world toys, dressing up and home corner toys as well as a very good array of outdoor equipment such as bats, balls, hoops, skipping ropes and chalks. Leaders told us that they replaced resources as required and that they had a system in place for routinely cleaning the toys and resources.

Leaders actively ensure the quality of resources and equipment

Leadership and Management

Summary

Leaders ensure that the service is compliant with the regulations and national minimum standards. Record keeping is organised and leaders had recently updated and reviewed some policies and procedures as well as implementing new ones. Staff recruitment is satisfactory. There are effective procedures in relation to staff training and management.

Our findings

4.1 How effective is leadership?

Leaders are keen to ensure that the service meets regulations and national minimum standards.

We found that many of the policies and procedures had been reviewed and updated to include the Safeguarding Policy with 'Prevent Duty' and 'Radicalisation' information as well as the Statement of Purpose and production of GDPR policy and procedure in relation to the management of data protection. The amended Statement of Purpose gave a clear overview of what the service offered. The provider had notified us of any management or staff changes.

Leadership is very effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders are constantly developing their service.

Leaders have in place a comprehensive quality assurance system which was last completed in July 2017 with the new and updated quality of care report scheduled for completion in July 2018. Leaders ensure that the views of children parents, carers and teachers at the school are gleaned in completing the quality of care report. Children spoke to at the time of the inspection stated that "I like playing with my friends", "I like snack time" and "I like playing outside" Parents and carers spoken to stated that "my really child enjoys and never wants to leave "and my child loves it here I had to wait in the car because I had arrived early as I knew my child would not want to leave early!". Leaders capture parents and carers views via parental questionnaires, an open door policy and suggestion box. Similarly, the children views are captured via children's questionnaires, suggestion box and regularly implementing regular children's meetings. Management views are also regularly sought via regular monitoring visits and termly feedback, club managers meeting and supervision sessions and meeting with the host school's head teacher and staff.

Leaders are developing their self evaluation of the service.

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

Leaders ensure that there are sufficient qualified and experienced staff at the service.

We found that the staff members worked well together as an interdependent team and every one knew what was expected of them in their role. They told us that they had job descriptions and received regular supervisions and annual appraisals and felt well supported. We saw examples of completed monthly observation forms. We viewed five staff files and found that all the required information had been obtained. Leaders ensure that they implement a robust recruitment procedure in relation to staff recruitment.

All staff members at the service were appropriately qualified with the person in charge working towards a further and additional qualification specifically in play. The service demonstrated a commitment to ongoing staff development and offered plenty of training opportunities.

The management of staff is effective.

4.4 How effective are partnerships?

Leaders and staff keep parents informed about their child's care.

We heard staff talking to the parents as they came to collect their children. The interactions were relaxed and informative. Information about the service was displayed on the premises and via regular newsletters. Staff work well in partnership with parents, carers, host school, management organisation and local community. Leaders also operate a 'Children in Partnership Policy'.

Leaders have good partnerships working in place.

3. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made a recommendation in relation to:

- a copy of the most recent quality of care report being forwarded to CIW on its completion

How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. One inspector visited the service on 21, 26 June 2018 and feedback was provided during a meeting with the provider at their head office on 2 July 2018. We:

- inspected a sample of documentation and policies;
- observed practice and completed observations using the SOFI 2 tool to capture evidence of children's engagement and the care being provided by staff and
- spoke to the children and staff.

Further information about what we do can be found on our website:

www.careinspectorate.wales

4. About the service

Type of care provided	Childrens Day Care Out of School Care
Responsible Individual	Katherine Watkins
Person in charge	Lynsey Copp
Registered maximum number of places	53
Age range of children	From 3 to under 12 years
Opening hours	From 3.30pm to 5.45pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	31 March 2016
Dates of this inspection visit(s)	21, 26 of June and 2 July 2018
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. This may be because 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. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'. However, some incidental Welsh is introduced at the serviced
Additional Information:	