



Childcare Inspection Report on

Tremorfa Afternoon Club

**Tremorfa Nursery School
Mona Place
Tremorfa
Cardiff
CF24 2TG**



Date Inspection Completed

14/11/2019

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

Tremorfa Afternoon Club is registered with Care Inspectorate Wales (CIW) to care for up to 16 children. It is based in the community room of Tremorfa Nursery School, Cardiff. The service currently offers a lunch time club and sessional day care from 11.30am to 3.00pm Monday to Friday, for children attending the morning nursery session. There is a Responsible Individual (RI) who acts on behalf of Tremorfa Afternoon Club Management Committee and a Person in Charge (PiC) who manages the setting on a day to day basis. Care is provided through the medium of English with good use of incidental Welsh.

Summary

Theme	Rating
<u>Well-being</u>	Excellent
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

1. Overall assessment

Children's well-being is at the heart of the service. They settle well into the service and are at ease in their surroundings. Children enjoy an interesting and stimulating range of experiences and activities. Practitioners have good knowledge about the children's needs and provide nurturing and supportive care. The environment is inviting, attractive, and well resourced. The service is well managed by an experienced person in charge who receives good support from the responsible individual. There is a good ratio of staff to children, which ensures that children's needs are consistently well met.

2. Improvements

All recommendations from the previous inspection have been met.

3. Requirements and recommendations

There were no non compliance issues identified during this inspection. Some good practice recommendations have been made and these are detailed throughout the report and in section five.

1. Well-being

Excellent

Summary

Children are happy, motivated and thoroughly enjoy attending the service. They have access to a wide variety of stimulating experiences and interactions which promotes their all-round development. They are very familiar with routines and have positive relationships with practitioners who are caring and supportive.

Our findings

Children have very good opportunities to freely choose their activities. Children move around activities which are easily accessed and daily planning is guided by children's wishes. Children are encouraged to voice their opinions and express themselves and we saw staff listening to them and giving them time to respond. For example, during snack time we observed a lovely conversation between a child and a practitioner, recalling a trip that they had made to the shops during the summer.

Children are secure and experience positive emotional attachments to their key workers. Children show spontaneous affection towards practitioners and it was clear that strong emotional bonds were in place. All children arrived smiling and quickly settled to eat their packed lunches, chatting happily to practitioners about their morning in nursery. Children were unperturbed by our presence and frequently invited us to join in with their play. This showed that they felt safe and secure at the service.

Children are beginning to understand how to manage their behaviour. Most children understand the need to take turns and to share with other children. Children are learning to cooperate within a small group and enjoy collaborating in activities. For example, we saw a group of children excitedly working together to set the table for a pretend birthday party. Children are mostly in the early stages of understanding their own and other's feelings and are learning how to express them appropriately.

Children have excellent opportunities to develop and extend their interests. Most children are interested and engaged in their play because they find the activities stimulating and inviting. They are active and curious learners who enjoy exploring the environment and they maintain interest to complete tasks. Children value the sense of satisfaction gained from their play, one child exclaimed, '*I made a masterpiece out of Lego*', to which a practitioner responded, '*Wow, well done*'. Resources and activities set out stimulate children's imaginations, providing them with a rich sense of enjoyment.

Children have excellent opportunities to develop their independence skills. During snack time children set out their chairs and help prepare and serve food and drinks. Children sat together in a group and were helpful to others, passing plates and cups to each other. Children tidy away their packed lunch things and put their rubbish in the bin. They put on

their own coats and wet weather clothing when playing outside. These opportunities help them develop self-help skills at an appropriate age.

2. Care and Development

Good

Summary

Practitioners are well qualified and experienced. They create appropriate opportunities for children to develop a healthy lifestyle and promote children's development by planning a good variety of activities. Practitioners give supportive and sensitive care and have consistent and realistic expectations of children.

Our findings

Practitioners are clear about their roles and responsibilities in keeping children safe. There is a safeguarding policy in place, and practitioners regularly attend child protection training. Good hygiene systems are established. Practitioners wipe down surfaces before and after snack and children are reminded to wash their hands at appropriate times. Practitioners serve a wide range of healthy snacks and offer only milk or water to drink. The service implement a 'healthy packed lunch' policy and ask parents that no crisps or chocolate are included within children's packed lunches. Accident and incident records were completed well to include parents/carers signatures. However, there was no monitoring system in place to identify emerging patterns. The PiC has undertaken relevant first aid training, however the national minimum standards state that ratios of trained persons should not fall below 1:10.

Practitioners manage interactions appropriately. There is a suitable behaviour management policy in place. Practitioners act in line with the policy promoting positive behaviour. They act as good role models, treating each other and the children with consideration and respect. Good manners were reinforced during snack time with practitioners providing lots of opportunities to say please and thank you and reminders for children. We heard lots of praise and recognition of good work and behaviour, which was valued by children. Practitioners dealt with inappropriate behaviour in a sensitive manner. For example, we saw practitioners explain why a particular behaviour was not acceptable and encourage children to be kind, considerate and caring towards their friends. A traffic light system is used to help children with additional learning needs manage their behaviour, however this was not consistently used by all practitioners.

Practitioners are motivated and work well together. They are aware of their individual roles and this helps ensure that the sessions run smoothly. Practitioners provide a good range of activities and play opportunities which enhance children's development. Practitioners are motivated and work well together. Activity planning is based on the principles of the Foundation Phase and activities both indoors and outdoors reflect this. Practitioners promote children's development naturally through play experiences. We saw a practitioner and child making pretend cookies with play dough, the practitioner asked '*how many have you made?*' and '*can you count the cookies?*' Practitioners monitor children's progress in

partnership with the nursery using Seesaw, which is a secure on line learning journal. We heard practitioners use incidental Welsh frequently, developing children's use and understanding of the language.

3. Environment

Good

Summary

Children benefit from a bright and welcoming environment. The service operates from a base room within the nursery school and children have free flow access to their own outdoor area. The building is secure and maintained to a good standard. Children gain daily timetabled access to the main nursery and use of its resources. There are systems in place to manage risks and health and safety matters.

Our findings

Procedures to ensure the safety of the environment are mostly effective. The doors to the premises are locked when children are present. No unauthorised persons can gain access and a record is kept of all visitors. All visitors are alerted to report any child protection matters to a member of staff or the appropriate agency. The children's register includes the times of arrival and departure of children and we saw staff rotas which showed that staffing ratios are maintained at all times. Fire drills are carried out regularly and are recorded. Risk assessments are undertaken in all areas of the environment and for activities. They are updated and regularly reviewed and hazards are mostly eliminated. However, we noted that the cupboard and drawer safety catches in the kitchen need replacing. Records show that regular servicing of gas and electrical systems takes place. The Employer Liability Insurance certificate is up to date. Cleaning is undertaken daily by a cleaner employed by the nursery school.

The premises provide children with a rich environment for play and learning. The layout and design of the environment promotes children's independence and aspects are considered from a child's perspective. The toilet and nappy changing facilities are well maintained and appropriate for the needs of the children, ensuring that privacy is taken into consideration. Activities are set out and continually available to children. Resources are stored at child height allowing children to access them independently, however resource boxes are not labelled to ease children's choice and further develop language skills. Children benefit greatly from using the main nursery area where they can access a variety of activities and a well resourced large outdoor play area.

All furniture, equipment, toys and materials are appropriate for children and meet their developmental needs. Child sized chairs and tables ensure that children are comfortable and at ease when playing and eating. High quality, attractive resources are of suitable design and condition and are well maintained, conforming to safety standards. Children move easily between the indoor and outside activities. The outdoor area is of a suitable size for the number of children cared for. We saw children engaging in water play, washing the nursery windows, and making potions in the mud kitchen using water, twigs and leaves.

These activities encouraged cooperation and were very enjoyable for them. Children also enjoyed playing with some uncooked rice set out in a trough, using real life utensils to fill up a selection of containers, pretending to make ice cream for their friends.

4. Leadership and Management

Good

Summary

Leadership of the service is effective. The PiC and RI fully engaged in the inspection process. The PiC leads by example and acts as a good role model. Partnerships with parents, the nursery and other agencies are effective and serve the best interests of the children and their families.

Our findings

The PiC effectively manages the service on a day to day basis. The service has worked hard to address all recommendations arising from the previous inspection. The statement of purpose assists parents in deciding whether the service is suitable for their child. However, it did not reflect the most up to date postal address for CIW, or contain information about arrangements to regularly review the document and update CIW of any changes. We examined a range of policies and procedures and found them to be comprehensive. Children's contracts were well completed and the setting hold all relevant information about children, in line with regulations. Staff files are organised, well maintained and contain all relevant information.

The PiC monitors and evaluates the service well. An annual Quality of Care review is undertaken and a report produced. The Quality of Care review clearly outlines targets, records achievements and ensures the service is continually reviewed. This document is completed to a good standard and clearly reflects the views of service users. Parents commented, *'my child is very happy'*, *'very friendly and cooperative staff'*, *'exceptional value'* and *'very attentive to children'*. There is a complaints policy in place, however it did not contain most up to date contact details for CIW. The service have received no complaints. Practitioners access relevant training and are aware of current best practice, and this is evident within the practice implemented within the service.

Practitioners told us they feel well supported. They receive regular supervisions and annual appraisals which enables management to review practice and identify strengths as well as areas for support and training. Practitioners have recently completed training on 'Yoga' in the early years and 'Makaton' and we saw practitioners and children using Makaton during snack time. Regular staff meetings provide further opportunities for practitioners to evaluate their practice, share ideas, and discuss children's development.

Partnerships with parents and a range of other agencies are effective. Partnerships with the nursery are particularly strong and the whole team see themselves a one unit, which benefits outcomes for children greatly. Practitioners communicate with parents on a daily basis through verbal feedback. Parents we spoke with were very happy with the setting,

noting how much progress their children have made since attending the service. One parent told us that they are *'so impressed with the service that they travel out of catchment in order for their child to attend'*.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Monitor accidents to identify any emerging patterns;
- ensure that all practitioners are confident to implement behaviour management strategies;
- replace safety catches on kitchen cupboards and drawers;
- label resource boxes to ease children's choice and further develop language skills;
- update CIW contact details on the Statement of Purpose and relevant policies;
and
- ensure that one other practitioner is qualified in paediatric first aid.

6. How we undertook this inspection

This was a full unannounced inspection of the service. One inspector undertook an inspection lasting approximately 6 hours. The methodologies used to inspect were:

- Observation of the children's engagement and the care being provided by practitioners;
- discussion with the person in charge and practitioners;
- discussion with two parents;
- we looked at a wide range of records including children's records, accident, incident records, staff files, registers, risk assessments and policies and procedures;
- visual inspection of the environment; and
- we provided formal feedback to the person in charge via telephone on the 15 November 2019.

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 Sessional Day Care
Responsible Individual	Annamaria Bevan
Person in charge	Trudy Furzey
Registered maximum number of places	16
Age range of children	3 – 4 years
Opening hours	11:30am – 3:00pm Monday to Friday, term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	10 November 2015
Dates of this inspection visit(s)	13 November 2019 & 14 November 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 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 More 'Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information: None	

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