



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

Childcare Inspection Report on

Parish Hall Field

**Parish Hall Field
Vicarage Hill
Rhostyllen
Wrexham
LL14 4AR**



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Description of the service

The play scheme at Parish Hall field is part of the Wrexham Borough Council Open access Play schemes which provides 10 registered open sites in the local and surrounding areas of Wrexham. It is registered to care for 100 children aged 5 – 12, with under 5's allowed to attend when accompanied by an adult. The responsible individual is Michael Barclay and the person in charge is Jay Davies. The service currently opens from 10 am to 1 pm, Monday to Friday, every school holiday apart from Christmas and February half term. It also offers some services during the school term. There is no charge for sessions and the children are free to come and go as they please. The main language of the service is English, with other languages including Welsh promoted where possible and needed.

Summary of our findings

1. Overall assessment

We found children to be very happy at the site. They enjoyed attending and had the freedom to join in with whatever activities they wanted and to come and go as they pleased. Staff provide a wealth of knowledge and experience which supports them in providing effective and inclusive care and support for the children attending this unique service. The environment promotes children's development and resources provided allow children to experiment and take risks. Leaders are dedicated in promoting well being of the children and providing a service which is well managed and effective. Leaders need to ensure they have up to date and relevant Disclosure and Barring Service checks (DBS).

2. Improvements

Since the last inspection;

- The service, alongside Wrexham Family Information Services, has developed a training programme for safeguarding which is used with their own staff and staff from other services;
- developed links with Adult Learners Wales to deliver courses suitable for play workers;
- improved publicity, including producing leaflets, in a range of languages, which are sent out to all the local schools;
- ethnicity in play work is promoted and reflected in attendance. Staff use a range of communication methods and try to put a Welsh speaker in services where children are more likely to speak Welsh;
- a member of the management team now works with schools to promote play;
- developed links with CAPITA, a data collecting agency, to access information on children attending;
- developed links with local businesses to source free resources;
- developed links with local churches who provide food for the children;
- purchased new water slides so they are fit for purpose;
- worked with play Wales to develop new guidelines for risk assessments and risk benefit assessments;

- improved relations with Street scene to minimise risks relating to environmental issues found on some sites and
- Improved the on site registration process for children to make it more reliable and consistent.

3. Requirements and recommendations

We found that the service did not meet legal requirements and we have issued formal notices to ensure these matters are addressed immediately. These matters relate to Disclosure and Barring service Checks for the responsible individual and person in charge.

We made recommendations relating to how food is stored.

1. Well-being

Summary

Children are at the centre of the service and are in full control of the activities they take part in. They feel very happy and safe in an environment and with staff who they are familiar with. Children interact exceptionally well and the service promotes and supports children to socialise and communicate. Children thoroughly enjoy attending and learn through a range of play activities that encourage them to take measured risks and become independent.

Our findings

1.1 To what extent do children have a voice?

Children have a voice and confidently contribute to the activities they take part in.

Children were free to move around the site and come and go as they pleased. For example, some children were seen accessing equipment for a variety of ball games. We heard them talking amongst themselves and with the staff eagerly planning what they would like to do. We heard some children asking to go to the river, which they told us was a favourite activity as well as the water slide. Staff were heard promising to arrange this for a future session so that their parents could be informed in advance because this involved going off site. Children were consulted about how they thought sessions had gone through completing questionnaires at the end of the holidays. These were then reviewed and considered when planning the next block of sessions.

Children are very much in control of the sessions and activities they take part in.

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

Children feel safe and happy at this unique service.

Children felt happy and safe in an environment they were familiar with, which was the local park. Although they could access or leave the service whenever they wanted most stayed for the whole session, showing how children enjoyed themselves and were very happy. Children knew most of the staff which helped them to feel safe. Children felt valued as their preferences and needs were recognised and considered by staff and they were encouraged and supported to take part in the games and activities available. Children we spoke to all said they really enjoyed attending the service, playing games, meeting friends and taking part in different activities. This was also evident when watching the children smiling and having a lot of fun.

Children thoroughly enjoy attending and feel very safe in the environment.

1.3 How well do children interact?

Children interact and communicate extremely well.

Children interacted very well and we saw older and younger children happily playing together or alongside each other. Children respected each others needs and were aware of their feelings. For example, we saw older children being aware of the younger children when they making a pirate ship, all of their ideas were valued and implemented. We saw and heard lots of positive communication between staff and children and children and children. All the children were confident to express themselves and talk to us about what they do at the service. All the children were effectively socialising and communicating with a range of children and adults.

Children are able to confidently and effectively socialise and interact with children and staff.

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

Children thoroughly enjoy their play and learning opportunities.

Children regularly attended more than one of the sessions and sometimes at different sites, evidencing how much they enjoyed themselves. Speaking to children and observing them, also showed how stimulated they were and how much they thrived on the play opportunities. Children were free to explore and learn through their chosen play activity. Children enjoyed learning to experiment and take risks. We saw them using saws and hammers and nails, understanding how to remain as safe as possible and be respectful of the tools.

Children learn through taking measured risks, thriving on and enjoying the activities and resources provided. They can also relax and spend time engaged in conversations with their friends and staff as they play.

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

Children develop well and learn to be independent.

Children were able to be independent as they could attend or leave the session whenever they wished and choose what they did when they were there. Children learnt through play and were able to experiment and learn to take risks in their play, whilst being facilitated by staff. Children were fully supported and encouraged to be independent. Resources were made available and children were able choose how and what they did with them. We saw a group of children being very resourceful and making an obstacle course for riding their bikes around. They showed resilience as this took a lot of experimentation to get it right.

Children are provided with a wide range of resources which fully support their learning and promote their independence.

2. Care and Development

Summary

Staff promote a healthy lifestyle through the activities provided and they fully understand their responsibility to keep children safe. They promote positive interactions and support and encourage children to be sociable and communicate effectively. Staff have an extremely wide range of skills and knowledge that they use effectively to support children's learning and development in a fun and exciting way.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff successfully implement policies and procedures which support them in keeping children safe and healthy.

Staff promoted and facilitated children to be active and get lots of fresh air with all activities outside and a tepee erected during bad weather. Staff completely understood the importance and benefits of allowing children to take risks. The risk benefit assessments completed by the leaders were effectively implemented in practice. We saw children taking measured risks, including using saws and hammers, overseen by staff. Safeguarding had a high priority and staff fully understood their roles and responsibilities and the process to follow should they have a concern. Staff understood and responded to children's individual needs which helped them support their inclusion into the setting and meet their individual needs.

Staff fully understand their roles and responsibilities with regards to keeping children safe and they effectively promote a healthy lifestyle.

2.2 How well do practitioners manage interactions?

Staff effectively manage interactions and encourage children to socialise.

Staff promoted positive interactions. They were very good role models and we saw lots of conversations taking place between staff and children, developing mutually respectful roles. Staff provided a range of fun opportunities for children to take part in team games and activities but generally the way the sessions were organised stimulated children to work and play together. We saw no incidents of unwanted behaviour. Through discussions with staff it was obvious they had good knowledge of child development and had a range of strategies to use with the different age ranges should they be needed.

Staff are very good role models and promote positive interactions. They provide an environment and atmosphere that supports and promotes cooperation and understanding.

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

Staff positively promote children's play and learning.

Staff had excellent knowledge of the importance of play and positively promoted different types of play and learning. They provided opportunities for children to learn through exciting activities where they could take measured risks and follow their interests. For example, we saw children being allowed to make a swing using a punch bag and rope. Staff had a variety of expertise and skills that helped to support children's learning. Their knowledge of child development helped them understand individual needs and provide sufficient support to those who needed it. Staff provided resources that were exciting and promoted a range of skills. We saw children having access to a variety of loose parts and recyclable materials which they could use as they wished to build or play with.

Staff are knowledgeable about the theories of play and provide exciting opportunities that fully support learning and development in a fun way.

3. Environment

Summary

Leaders ensure checks are completed and risk benefit systems are implemented which keep the environment as safe as possible for the type of service provided. The service faces a range of challenges as the areas used are public spaces but these are dealt with or worked around effectively. The environment is suitable for the service and activities and resources provided encourage children to take measured risks and promote their curiosity.

Our findings

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

Leaders ensure, where possible, that the environment is safe.

Risk assessments and risk benefit assessments were completed and effectively implemented by staff. Risk benefit assessments identified what children gained from taking certain risks in their play. As the environment was a public space keeping them free from hazards was part of the daily routine. Checks of the site were undertaken before every session. This allowed staff to remove any rubbish, dog faeces or any other hazards. Where it was not possible for staff to deal with the removal of the hazard safely, they had good connections with Street scene who could deal with items such as drug paraphernalia. Staff were aware of and able to deal with most of the challenges they met, such as members of the public who may cause trouble. They knew who to contact should they not be able to deal with these personally. Staff effectively recorded incidents and accidents and this informed their reflective practice and how risks were managed in the future.

Staff implement effective procedures and use reflective practice to help them provide a safe environment.

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

Leaders ensure the environment is suitable for the service and activities they provide.

An environment was provided which was suitable for children to explore and included trees, a wood with a river beyond, plants and fixed play equipment including a skate boarding area. There was more than sufficient space to meet children's needs and promote their play and development. The environment was suitable for children to challenge themselves and supported graduated risk taking, meaning children of all ages could manage their own risks which they felt comfortable with and were suitable for their age and stage of development. For example we saw children using equipment to make a tight rope to attempt to balance and walk on.

Leaders provide an environment which supports children to play and be active.

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

Leaders provide a wide range of resources.

Leaders provided a wide variety of loose parts and play resources. We saw children using recyclable materials to build with or make a pirate ship out of . Staff ensured resources provided were easily accessible. They were all laid out around the site or children knew they were available in the van. These inspired children to be creative and experimental, for example there were walking aids, which children had adapted to make go karts.

Leaders provide resources that encourage children to play and be creative.

4. Leadership and Management

Summary

Leaders effectively manage and share their vision of the service and care provided. Effective processes are in place which ensure self evaluation is completed regularly and reflection is embedded in practice. Staff are managed well and leaders ensure their skills and knowledge are used to support the experiences provided for the children. Leaders have developed relationships and partnerships which support them in providing effective care and exciting opportunities for children.

Our findings

4.1 How effective is leadership?

Leaders are effective in their management of the service.

Leaders had developed and shared an effective statement of purpose which provided all the information required, explaining exactly what the service offered and the type of care provided. Leaders had a clear vision of the service and fully understood and shared their expectations. They developed policies and procedures which were effectively shared and implemented by staff. Leaders need to ensure they have up to date and relevant Disclosure and Barring Service checks (DBS).

Leaders understood their responsibilities regarding the Welsh language and tried to provide Welsh speakers on sites where they knew it is more likely for children to speak Welsh. Leaders also understood and respected the needs of children with a variety of different languages and provided an inclusive service where all children were welcomed.

Overall leadership is effective but leaders need to ensure they have a relevant up to date DBS certificate.

4.2 How effective is self evaluation and planning for improvement?

Leaders, alongside staff, consistently evaluate the care and service provided.

Leaders promoted a positive culture of self evaluation and reflection. Staff documented their thoughts on the sessions, how well they went and areas that could be improved. Leaders looked at these at regular intervals to determine improvements that may be needed. An in depth annual quality of care report was written and considered the views of others and improvements needed. The positive changes made since the last inspection evidence how leaders are committed to self evaluation and providing a service that is consistently improving.

Leaders understand the importance of self evaluation and use reflective practice well to help support them to provide an effective and efficient service.

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

Leaders effectively manage staff and resources.

Leaders took account of the opinions of the staff through informal and formal meetings and the reflective diaries that were completed after every session. Our discussions with staff evidenced they were happy with the leadership and they received enough, appropriate training and support. Leaders had a good team of staff who worked together to ensure there was sufficient supervision for the children. Leaders said they had never had to cancel a session because of lack of staff, showing they have good procedures in place to cover absences. The recruitment process was robust and leaders ensured, wherever possible, that staff were suitably qualified and had a range of experiences. Many of the staff were known to the children as they also worked in different capacities within the local schools, or were completing university degrees; this offered familiarity, consistency and benefitted the children and the care they received.

Resources were consistent for all sites. For example, each one had a water slide, a variety of loose parts and craft resources. These were kept in a van and moved around wherever they were needed.

Leaders ensure staff are supported and experienced to provide suitable care and experiences for the children at this unique service.

4.4 How effective are partnerships?

Leaders have developed effective partnerships with parents and the community.

Leader worked closely with a range of different organisations that supported them in providing suitable care and making improvements. Leaders had worked with the Wrexham Family Information Service to develop a new safeguarding course which they delivered to their staff and those from other services. Links with local businesses has allowed them to source more loose parts, and free recyclable materials for the sites, giving children a wider range of experiences and opportunities. Recent links created with a local church initiative to provide donated food for the children attending some sessions at various sites was welcomed by the children and their parents.

Leaders have links with parents who can stay with their children during the sessions if they wish. Communities welcome the facility and those we spoke to said it was a fantastic service which provided great experiences for the children.

Leaders had developed new publicity strategies to help promote the service and reach more children. They produced very informative and inviting leaflets, stating exactly what the service was about and an example of the activities and resources available. These were delivered or taken to schools by some of the leaders.

Relationships and partnerships created promote the service and help leaders to provide a service which benefits children and the community.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

We informed the responsible individual that they were non compliant with the following regulations:

Regulation 8 (3) (a) *The Child Minding and Day Care (Wales) Regulations 2010*: the responsible individual had not ensured the appointed person in charge was suitable to do so as they did not have a current Disclosure and Barring Service check through CSSIW.

The responsible individual must ensure the person in charge presents the required documentation and DBS certificate to CSSIW as theirs expired February 2016.

Regulation 6 *The Child Minding and Day Care (Wales) Regulations 2010*: the responsible did not have a current Disclosure and Barring Service check through CSSIW.

The responsible individual must ensure they present the required documentation and DBS certificate to CSSIW as theirs expired October 2016.

We consider these to be serious matters and have issued non compliance notices.

5.3 Recommendations for improvement

We recommended;

Cool boxes are purchased for sites who receive donated food, to help ensure it is kept fresh;

6. How we undertook this inspection

This was a full, unannounced inspection undertaken as part of our normal schedule of inspections. Two inspectors met with the Responsible individual on 14 August for approximately 2 hours 30 minutes, to discuss the services and inspect paperwork. One inspector visited the site on Wednesday 16 August 2017 for approximately 2 hours.

We:

- Inspected a sample of documents 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 practitioners;
- spoke to the children, some parents, the responsible individual, person in charge and staff, and
- inspected the environment.

Further information about what we do can be found on our website www.cssiw.org.uk

7. About the service

Type of care provided	Childrens Day Care Open Access Play Provision
Responsible Individual	Michael Barclay
Person in charge	Jay Davies
Registered maximum number of places	100
Age range of children	5 – 12 years. (Under fives can attend if accompanied by an adult).
Opening hours	Monday – Friday 10 am. – 1 pm. During school holidays except Christmas and February half term.
Operating Language of the service	English
Date of previous CSSIW inspection	21 July to 11 November 2015
Dates of this inspection visit(s)	16/08/2017
Is this a Flying Start service?	No
Is early year's 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. This is 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.
Additional Information:	



Care and Social Services Inspectorate Wales

Children and Families (Wales) Measure 2010 Child Minding and Day Care (Wales) Regulations 2010

Non Compliance Notice

Childrens Day Care

This notice sets out where your service is not compliant with the regulations. You, as the registered person, are required to take action to ensure compliance is achieved in the timescales specified.

The issuing of this notice is a serious matter. Failure to achieve compliance will result in CSSIW taking action in line with its enforcement policy.

Further advice and information is available on CSSIW's website
www.cssiw.org.uk

Parish Hall Field

Wrexham

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Staff prompt: select title as required

**Well-being
Care and Development
Environment
Leadership and Management**

Non-compliance identified at this inspection and action to be taken

Description of Non Compliance / Action to be taken	Timescale for completion	Regulation number
The person in charge must have a valid Disclosures and Barring Service (DBS) certificate countersigned by Welsh Ministers. The responsible individual must provide CSSIW with the required documentation to evidence that they are satisfied that the person in charge is suitable.	16/10/2017	8 (3) (a) Sch1.30
The responsible individual does not have a current DBS certificate. 16/10/17 The responsible individual must provide CSSIW with the required documentation to enable them to receive a current DBS certificate countersigned by Welsh ministers. 6 (3) (b) (ii) (aa) Sch 1.19	16/10/2017	6 (3) (b) [i] (aa) Sch1.19

Regulation 8 (3) (a) *The Child Minding and Day Care (Wales) Regulations 2010*: the responsible individual must ensure the appointed person in charge is suitable to do so and has a current Disclosure and Barring Service check through CSSIW.

When planning and during the inspection we found the person in charge did not have a Disclosure and Barring Service (DBS) certificate countersigned by the Welsh Ministers, it had expired February 2016. During the inspection a phone call was made to CSSIW to apply for a new certificate.

The impact on people using the service is CSSIW cannot be assured the person remains suitable.

Regulation 6 *The Child Minding and Day Care (Wales) Regulations 2010*: the responsible individual must have a current Disclosure and Barring Service check (DBS) through CSSIW.

When planning and during the inspection we found the responsible individual did not have a Disclosure and Barring Service (DBS) certificate countersigned by the Welsh Ministers, it had expired on 17/10/16. During the inspection a phone call was made to CSSIW to apply for a new certificate. The responsible individuals DBS

The impact on people using the service is CSSIW cannot be assured that the responsible individual remains suitable.