



Childcare Inspection Report on

Interplay @ Crug-Glas

**Ysgol Crug Glas
Croft Street
Swansea
SA1 1QA**



Date Inspection Completed

24/07/2019

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Ratings	What the ratings mean
Excellent	<p>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</p>
Good	<p>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.</p>
Adequate	<p>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.</p>
Poor	<p>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</p>

Description of the service

The play scheme is an established facility that provides holiday care for a maximum of 70 children between the ages of three and eight years of age who have additional needs and for their siblings. They also cater for children up to the age of 19 years if they attend the school. The service usually runs for 2 weeks during the early part of the summer holidays from 10.00am until 3.00pm each day. Interplay is responsible for the running of the play scheme, the responsible individual is Phillippa Dimmock, and the two named persons in charge are Sarah Greenslade and Jessica Ford. Phillippa Dimmock was present during this inspection. The play scheme runs at Ysgol Crug Glas Special School in Swansea.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children attending Interplay @ Crug Glas are very happy and thoroughly enjoy their time at the service. Children have very good daily experiences and very well planned activities that keep them engaged and stimulated all day. We evidenced that the children had formed close relationships with practitioners and lasting friendships are in place as most children and practitioners attend the school during the term time. The indoor environment is spacious, clean and welcoming with resources and adaptations in place to meet all needs, include use of the hydrotherapy pool. The outdoor area and pool provides opportunities for total integration. The leadership and management of the service is good.

2. Improvements

Since the last inspection in July 2017, the responsible individual has acted upon the non-compliances identified in relation to;

- fire drills, staff ratios, first aiders and supervisions and appraisals.

The provider is now fully compliant with regulations.

The responsible individual has also updated policies and documents including incident and accident, safeguarding, and implemented new policies such as Social Media, Incident and Accident Policy, Grievance and Prevention of Bullying and Harassment Policy and Supervision Policy.

3. Requirements and recommendations

We made recommendations in relation to leadership and management. These are detailed at the back of the report.

1. Well-being

Summary

Children are happy and settled at the club. Children express themselves well and are developing good relationships. Children are enthusiastic and enjoy their play opportunities.

Our findings

Children made confident decisions about where they want to play and choose resources independently or with suitable support from practitioners. They communicated their needs effectively in a variety of ways including using language and non-verbal communication and they in turn received appropriate responses. For example, practitioners encouraged children in an art activity to engage in free painting as well as a planned activity, which involved printing using hands and feet. The children showed a lot of interest in this activity.

Children were content and settled quickly on arrival as practitioners welcomed them. They had formed close emotional bonds with familiar adults that helped them feel secure and relaxed. Nearly all children were happy to play alongside each other in line with their stage of development and individual needs. Many children gained reassurance by staying close to familiar practitioners when they felt unsettled or in need of emotional support.

Children behaved well in line with their age and stage of development. They were beginning to develop important social skills such as taking turns and sharing with their friends. For example, a few children took turns to blow bubbles and reach out to catch them in their hands happily. They show respect for resources and a few children were beginning to help tidy up between activities.

A majority of children showed interest in the activities on offer. They concentrated for an appropriate amount of time when they were interested in the activity. For example, a few children became engrossed playing with musical instruments and with bubbles in the enclosed outdoor play area. They enjoyed watching the bubbles increase in size and develop colour as they caught the sunlight.

Children engaged well for a limited period during short, timetabled physical and sensory play sessions. For example, most children showed interest and became animated during an art session and others were transfixed by the stimulating lighting environment whilst playing in the outdoor disco dome. A few children enjoyed the calm and soothing effect when using the sensory resources and several of them enjoyed the use of the hydrotherapy pool sessions. Nearly all children showed excitement and interest during outdoor activities. Several children were developing independence skills such as handwashing and feeding themselves and smiled when told how clever they were when they washed their hands independently.

Many children were progressing in the development of their personal and social skills. For example, when eating their packed lunches independently, a majority of children pass their plate to a practitioner and wipe their hands when they have finished eating. Nearly all children communicate a range of preferences and feelings through their actions, voice or expression. For example, one child placed a chalk in a practitioner's hand as he wanted assistance to draw outdoors and another pushed away an unwanted drink.

2. Care and Development

Summary

Practitioners know the children well and provide them with effective care, which met their individual needs. Leaders supervise children and manage their interactions well.

Our findings

Practitioners had sound arrangements in place for safeguarding children, which met requirements. The child protection policy clearly set out the procedure to follow when practitioners identified a safeguarding concern. When questioned, practitioners demonstrated they knew how to follow the procedure consistently in line with regulatory requirements. Most practitioners had attended Prevent Duty and Radicalisation training.

Leaders had ensured that the service had a range of useful policies and procedures to support a safe childcare service. There are clear procedures to manage accidents, administer medication and first aid and practitioners kept and maintained appropriate records. Several practitioners had attended safeguarding training and held relevant first aid qualifications. A thorough range of risk assessments, including daily checks and fire safety maintain a safe service. The leader confirmed that comprehensive risk assessments were last completed in July 2019. Leaders practised fire drills regularly including reverse fire drills and “silent drills” in line with individual needs.

There are effective arrangements in place to help children learn about healthy lifestyles. For example, practitioners encourage all children to take regular physical exercise sessions and play, including regular outdoor play and access to the hydrotherapy pool sessions. Practitioners ensure that children have healthy snacks and meals and follow suitable hygiene procedures and practices, such as ensuring that children’s hands are clean before they eat. Practitioners supported children to develop self-help skills through daily routines. For example, by encouraging and supervising the majority of children to wash and dry their hands independently.

Practitioners followed the behaviour management policy consistently, setting realistic and clear boundaries for children. Practitioners were skilled at promoting good behaviour and co-operation. They gave children lots of praise and encouragement. Most practitioners offered gentle reminders to encourage children to share and take turns, and as a result children’s behaviour was good.

The service has suitable procedures to support children’s additional needs. For example, the service works collaboratively with a range of support agencies such as health visitors, speech and language and medical professionals. They also have and two on site nurses who deal with clinical and medical needs in line with individual care plans. There was a key worker system in place for the children attending the service to ensure children’s individual needs were met.

Although practitioners followed the schedule of the day, they also recognised opportunities for children to learn by following their own interests. For example, we saw a child who thoroughly enjoyed the sensory play experience of playing with a foil blanket and placing it over his face; others were animated as they played with bubbles outside, or on the outdoor play equipment and disco dome, as well as experimenting in the art room. Some Welsh was introduced at the service.

3. Environment

Summary

Leaders ensure that the environment is clean, well maintained and that the space and resources are suitable for the age range of the children in their care.

Our findings

Leaders ensured that children were cared for in a suitably secure and clean indoor and outdoor environment. There was a robust system for managing access to the premises and a record of visitors was maintained vigilantly. No visitor could gain access to any part of the setting unless admitted by practitioners.

The purpose-built premises is clean and well maintained. Practitioners had undertaken all required safety checks for the building. They completed useful risk assessments and carried out a daily safety check of the environment appropriately. Practitioners practised effective hygiene procedures consistently, for example, they wiped down tables before serving food. The majority of practitioners had attended food hygiene training. Practitioners positioned themselves effectively throughout the setting and monitored the children's safety well.

Leaders ensured the premises and any outside play areas are welcoming, friendly and provided a good environment for play and learning. There was ample space and facilities available to meet the needs of children. The developed outdoor spaces offered very good facilities and interesting challenges. The outdoor areas had been designed to ensure that children with additional learning needs could access most areas with ease. Many children enjoyed using the outdoor resources and play equipment such as the hammock style swings and disco dome, which supported their physical development well.

The specially designed sensory resources offered a good range of experiences, which engaged and developed children's senses. These included coloured lights, sounds and textured play, all within a safe environment that allowed children to explore and interact without risk.

Practitioners provided children with a worthwhile range of clean, age appropriate resources that were well-maintained and stored where children could reach them easily. Furniture is age-appropriate, promoted independence and ensured that children were comfortable and safe when playing. The setting provided a few resources that promoted cultural awareness.

4. Leadership and Management

Summary

Leaders manage the service well. This is because they ensure that records are well maintained and completed correctly. Leaders have self-evaluation systems in place as well as the relevant policies and procedures. Leaders ensure that they comply with regulations and the national minimum standards.

Our findings

Leaders had a clear vision to support children with additional needs and their families/carers to reach their full potential. They ensured that there was a range of suitable policies to support the organisation of the setting and reviewed these on a regular basis. During the course of the inspection, leaders provided CIW with an updated statement of purpose, safeguarding policy and supervision policy, which were in line with regulatory requirements.

Leaders had made good progress in addressing the non-compliances from the previous inspection. We viewed a sample of practitioners' files and they were in line with regulatory requirements. Practitioners' supervision and annual appraisals were now carried out in line with the supervision policy and leaders had implemented new supervision documents since the last inspection. Practitioners have clear improvement targets and the setting had good arrangements for managing practitioners' performance. Practitioners confirmed that they had opportunities to discuss and reflect on the quality of their work during daily team and regular supervision meetings.

The setting made appropriate use of practitioners and resources to support children's wellbeing, individual needs, play and learning appropriately. Leaders made sure that the setting met the required numbers of suitably qualified practitioners including the rotation of practitioners at lunch break.

Leaders worked effectively with practitioners to provide a caring environment for children. There was a strong commitment to teamwork and practitioners spoken to stated that they felt valued. Most practitioners were keen to take advantage of opportunities for continued professional development. Practitioners were chosen and matched to children attending the service in order to draw on their knowledge and experience and to meet children's individual additional needs fully. Many of the practitioners knew the children as they also worked at Crug Glas School during term time.

Leaders provided suitable support and guidance for parents and carers through regular daily feedback to ensure that practitioners keep parents and carers well enough informed about their child's progress. Leaders had also developed a wide range of worthwhile partnerships with Crug Glas School, various therapists and health specialists who supports children's personal, health and social skills successfully, as well as the local social services department and City and County of Swansea Council.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

These were identified as follows following the inspection in July 2017:

- practitioners files, regulation 28 (2) (a) [i] Sch1.11 and 28 (2) (a) [ii] Sch2.11(l)

This is because the responsible individual is not meeting the legal requirements and this is resulting in poor outcomes for children using the service. We have issued a non compliance notice in respect of this matter.

The provider was also notified that they were not compliant with regulations in relation to:

- Children's health needs; there was not enough first aid trained practitioners present;
- supervision and appraisal; the two persons in charge had not received any supervisions or appraisals from the responsible individual;
- fire evacuation drills; these had not been conducted with the children and practitioners and
- staffing; during the lunchtime there was not enough practitioners to children ratio.

The service is now compliant

5.2 Recommendations for improvement

We recommended that the provider should:

Complete a current and valid Quality of Care report

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections and also to test non-compliance from the previous inspection.

One inspector visited the service on 24 and 25 July 2019, and gave feedback over the telephone on 3 September 2019. We:

- Inspected a sample of documents and policies;
- observed practice and completed observations using the SOFI 2 tool to capture the evidence of children's engagement and the care being provided by practitioners;
- considered two returned parental questionnaires;
- spoke to some of the children, the responsible individual, person in charge and several practitioners as well as two parents, and
- inspected the premises.

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 Out of School Care
Responsible Individual	Phillippa Dimmock
Person in charge	Sarah Greenslade Jessica Ford
Registered maximum number of places	70
Age range of children	From 3 to under 19 years
Opening hours	From 10.00am to 3.00pm Monday to Friday for two weeks of the summer school holiday period
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	25 and 28 July 2017
Dates of this inspection visit(s)	24 and 25 July 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. This is because the service is situated in a primarily English speaking area. We recommend that the service provider consider Welsh Government's More 'Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	

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