



Childcare Inspection Report on

Playworks Bedwas

**Bedwas Junior School
Church Street
Bedwas
CF83 8EB**



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Description of the service

Playworks Bedwas provides out of school care for children attending Bedwas Junior School and Bedwas Infant School. It has been registered since February 2013 to provide care for a maximum of 20 children between the ages of three and eleven years. The service operates Monday to Wednesday, 3.00pm to 6.00pm, term time only. There are two Responsible Individuals (RI's), Sarah Gardner and Katie Morgan-Nash, who have overall responsibility for the service on behalf of Playworks Childcare Ltd. Two part time Persons in Charge (PiC's) are employed to take responsibility for the day to day management of the service. Care is provided mainly through the English Language with some use of incidental Welsh.

Summary of our findings

1. Overall assessment

Children are happy, settled and enjoy their time at the service. They have access to an appropriate range of adult led and free choice activities that appeal to their interests. The environment offers suitable space for the number of children cared for and the extensive outdoor play area provides very good opportunities for children to be physically active. Staff are suitably qualified and generally offer appropriate levels of support, although there were some missed opportunities to engage with children and support their interactions.

Leadership is generally effective and ensures that the service meets the requirements of the Child Minding and Day Care Regulations (Wales) 2010 and National Minimum Standards, although there is a need to ensure that all required documents are regularly reviewed and that all parental permissions are held at the service, not just at Playworks Ltd head office.

2. Improvements

Recommendations from the last inspection have been implemented; personal records are stored securely in a locked cupboard to ensure confidentiality.

3. Requirements and recommendations

No areas of non-compliance were identified during this inspection. Good practice recommendations mainly in relation to leadership and management and care and development are summarised at the end of the report.

1. Well-being

Summary

Children are happy and settled at the service. They interact well with peers and staff and are provided with good opportunities to develop independence. Routines are well established and children enjoy the activities offered to them. Children have a strong voice and their opinions are valued.

Our findings

1.1 To what extent do children have a voice?

Children at the service have a strong voice. They are confident to approach staff because they know they will be listened to. There are good systems in place for gathering children's views such as questionnaires, a suggestion box and children's meetings held every half term. We saw that suggestions were acted upon, for example, making cards for Mothers Day. Children are able to lead their own play and follow their interests. We observed one child choosing to play with Lego rather than take part in an adult led activity. Their choice was respected and they were not made to take part. During snack time, children were able to make choices about what and how much they wanted to eat and drink as a good variety of choice was provided.

Children's views are respected and they have good opportunities to express themselves.

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

Children feel safe and happy because routines are well established and their opinions are valued. We saw that children knew what to expect when they attended the club. They knew the routines and had good relationships with staff, which helps to develop a sense of security. All children have their own scrap books containing work they have completed and photographs of activities, demonstrating that their work is valued. Some of their work was displayed and we heard lots of praise for their efforts which children responded very well to.

Children's efforts are valued and this helps to develop a sense of security and belonging to the club.

1.3 How well do children interact?

Children interact well with staff and peers. We saw that children have developed friendships and play happily together. We spoke to children who were able to tell us about what they and their friends liked to do. There was lots of laughing and joking between the children who clearly knew each other very well. We observed children playing in groups outside. They made up games, discussing and altering rules as needed. During snack time, children sat around a table and chatted about what they had done in school. A member of staff sat with them and children chatted happily to her. We heard one child expressing their preferences about the food. They were confident to tell her *"I don't like hot cross buns toasted"*.

Children treat each other with respect and this leads to a calm and happy atmosphere at the club.

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

Children enjoy their time at the service and benefit from a good range of adult led and free choice activities. We spoke to children who told us that they enjoy coming to club. One child said *“I like playing inside. There are always loads of games”*. Another child told us *“I like playing football outside”*. We saw that activities reflected children’s interests and children made suggestions about what they would like to do. There are plenty of opportunities for children to lead their own play. For example, we saw two children building a den while others made Mothers Day cards with a member of staff. During the inspection, children were motivated and engaged in activities. They persevered for appropriate lengths of time. One child who initially decided not to make a card eventually asked if they could join in. They were welcomed into the group and enjoyed taking part in the activity.

Children enjoy their play and learning because they are provided with activities that appeal to their interests.

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

Children develop well and are becoming independent. We saw that children are able to access toilet facilities independently with reminders from staff about hand washing. Snack is served as a buffet style. Children are able to choose what they eat and serve themselves, although we noted that drinks were poured for them and this is a missed opportunity to develop further independence. We saw that activities provided support children’s all round development. These include art and craft, physical activity and cultural experiences such as learning about Chinese New Year and a trip to the Cenotaph. During free play, children are learning to make appropriate decisions as they know the choices available to them.

Children are provided with good opportunities to develop and become independent.

2. Care and Development

Summary

Children are cared for by suitably qualified staff who know them well. There are suitable systems in place for keeping children safe and healthy. Staff are aware of key policies and procedures and most have a secure knowledge of safeguarding procedures, although these need to be revisited regularly so that all staff understand the procedure for making referrals outside the service.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff understand the need to keep children safe and healthy. We saw that visitors are required to sign in and parents sign children out on collection. Fire evacuation and lockdown procedures are undertaken monthly and detailed records are kept. First aid kits are well maintained and checked by the PiC every term. Staff have undertaken all required training such as food hygiene, safeguarding and paediatric first aid. The service has a comprehensive safeguarding policy which includes 'Prevent'. This is a government initiative to support childcare providers in recognising signs of extremism and radicalisation. Most staff were confident with the procedure for referring safeguarding concerns. However, some staff were not aware of how to refer a concern outside the service. This was discussed with the PiC and RI's who informed us that they would include safeguarding as a point of discussion during supervision meetings. Accident and incident records were seen to be detailed and of the expected nature for the age range of the children. Children are served a healthy snack including plenty of fresh fruit and vegetables, milk and water. Hand washing routines before eating and after toileting were seen to be well embedded.

There are appropriate systems in place to keep children safe and healthy. However, some improvements are needed in staff knowledge.

2.2 How well do practitioners manage interactions?

Staff manage interactions well and this generally leads to a calm atmosphere at the service. Staff are good role models, treating children and each other with respect. There is a comprehensive behaviour policy and staff work in line with this. They have clear expectations of behaviour which are shared with the children. Children have developed their own rules for the club and these are displayed. We heard lots of praise for positive behaviour and when reminders were needed they were given in a calm and sympathetic manner. For example, we heard staff reminding children about safety when they became slightly boisterous during a game. On the days of our visit, behaviour was generally good. However, children did become restless following snack when they were waiting for other children to finish. This was discussed with the RI's and PiC who agreed to review the routines so that children do not have to sit and wait for too long.

Staff manage behaviour appropriately. However, some routines should be reviewed to avoid occasions where children become restless.

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

Staff are caring and responsive to individual needs. Planning is undertaken weekly by staff and includes details of free choice resources that are rotated to provide variety and choice. We saw that children were able to direct their own play as well as take part in more structured activities. There are a good range of resources for free choice, including a comfy area with a beanbag and cushions for children to relax. Staff support children's all round development. We saw that planning included activities to support multi-cultural awareness. For example, Chinese New Year was celebrated with Chinese food tasting. We saw that Welsh culture was celebrated with St Davids Day and St Dwynwens Day activities and children made poppies for Remembrance Sunday and took them to the cenotaph. We noted that individual preferences were taken into account and children were not made to take part if they chose not to. We also saw that children have significant input to activities which is a strength of the service.

Staff effectively promote children's all round development and provide them with a good range of interesting activities.

3. Environment

Summary

Children are cared for in a safe and secure environment. The club operates from the school canteen which provides appropriate indoor space for the number of children. The large outdoor play space provides very good opportunities for children to be physically active. Resources are well maintained and appeal to the children's interests. Furniture is of suitable size and design for the age range of the children. Staff ensure that risks are identified and where possible eliminated. However, written risk assessments should be regularly reviewed and updated.

Our findings

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

Leaders ensure that the environment is safe and secure. The building is locked and we noted that visitors are required to sign in. The outdoor play area is secure and provides children with opportunities to take appropriate risks. All safety checks such as gas and electrical testing are up to date. Insurance policies were seen to be current and these were displayed at the setting. Good hygiene procedures are practiced and the setting was seen to be clean, although we saw records that cleanliness of the room, which is the school canteen, has been an on-going issue. We noted that this has been reported to the school. The service has a hygiene rating of five. Daily checks are carried out by the PiC to ensure the safety of the premises. Risks are identified and where possible eliminated. For example, the safety cover on the heater becomes very hot. This has been reported to the school and furniture has been arranged so that the area is not accessible to children. Risk assessments for activities and outings are in place. However, these need to be reviewed regularly to ensure they remain appropriate.

There are suitable systems and procedures to ensure the safety of the environment. However, some improvements are needed to ensure that risk assessments are regularly reviewed.

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

Leaders ensure that the environment is suitable and provides plenty of space for the number of children. We saw that furniture was of suitable size and design. The indoor play space was arranged in a way that allowed children to move independently between activities. The outdoor play space is a particular strength. This offers a very large, level play area with lots of interesting areas for children to explore. Children told us that they spend a lot of time playing outside. There is some display space available within the room to display children's work and mobile display boards provide space for relevant information to be displayed for parents.

Children are cared for in a suitable environment which promotes independence.

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

Leaders ensure that resources are of suitable quality and quantity for the number of children cared for. We saw that resources were clean, well maintained and appealed to the interests of the children. Due to the service being packed away at the end of each session, children are not able to access resources independently from storage but activities are rotated to ensure that they have variety and choice. We were told that if children want specific resources they can ask for them and they will be brought out. We saw that children make suggestions for new resources and leaders ensure that resources are replaced and replenished as needed. For example, on the day of our second visit, a beanbag had been replaced and additional books had been purchased, including some Welsh language. We noted that there were plenty of art and craft resources which children made good use of.

Resources are suitable for the age range of the children and are of good quality.

4. Leadership and Management

Summary

Leadership of the service is generally effective. The service runs smoothly on a day to day basis. However, some improvements are needed to elements of paperwork and staff management. The two part time PiCs work well together and communication is effective, ensuring that the service is run consistently. The recruitment procedure is robust ensuring that all staff are suitable to work with children. The RI's are fully involved in the service and visit regularly.

Our findings

4.1 How effective is leadership?

Leaders ensure that the service runs smoothly on a daily basis. A comprehensive statement of purpose is in place and this accurately reflects what the service provides, allowing parents to make an informed decision about the suitability for their child. Policies and procedures are detailed and these are shared with staff. There are two part time PiCs and they communicate effectively to ensure a consistent approach. We saw detailed notes highlighting any issues and informing the other person of any actions taken or required during the next session. We spoke to staff who told us they felt well supported and knew who to go to with any concerns. The RI's are actively involved in the service and visit regularly. We saw that individual records for children, including details of parental permissions were kept at the service but these were summarised from the detailed information gathered by head office of Playworks Ltd prior to children starting. Some details were unclear or missing. This was discussed with the RI who took immediate action to obtain the original records. Following the inspection we were provided with an updated form which would be kept at the service. This will ensure that the PiCs have immediate access to all relevant information about the children in their care.

Overall, leadership is effective but all relevant children's records must be kept at the service.

4.2 How effective is self evaluation and planning for improvement?

There are effective systems in place for the self evaluation of the service. Views of children, parents and staff are gathered annually through questionnaires and these are used to inform the annual quality of care report. The RI's and PiC's have a shared vision for the service and effectively highlight areas they wish to improve. Actions highlighted are addressed in a timely manner. There is a clear complaints process although we were told that no formal complaints had been received. Staff were open and transparent throughout the inspection and the RI's and PiC's responded promptly to the recommendations made.

Leaders are committed to the on-going improvement of the service.

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

Staff are generally well managed and supported. The service operates a robust recruitment policy. All pre-employment checks are carried out to ensure that staff are suitable to work with children. Staff files were well organised and seen to contain all of the information required by regulations. Leaders carry out staff supervision termly and an annual appraisal of performance. Relevant information is shared with staff through monthly staff meetings and detailed minutes are recorded. Staff training such as safeguarding, food hygiene and paediatric first aid is updated in a timely manner. However, leaders should ensure that all staff are confident with systems and procedures for referring safeguarding concerns. During the inspection we observed that some staff were less involved in activities with the children and did not interact with them as much as other staff. This is something that should be addressed through the supervision and appraisal process.

Overall, staff are effectively managed but leaders should ensure that all staff are fully involved and support children's interactions.

4.4 How effective are partnerships?

The service has established partnerships with parents and the school. We saw that parents are consulted about their views of the service and their views are used to inform self evaluation and planning for improvement. We observed staff welcoming parents when they arrived to collect their child and conversations were relaxed and friendly. We were told that relationships with the school are good and we noted that children attending the club are able to make use of the extensive outdoor play space without restriction.

Partnerships are effective and parents are regularly consulted.

5. Improvements required and recommended following this inspection

5.3 Areas of non compliance from previous inspections

None

5.4 Recommendations for improvement

- Ensure that all staff are aware of the procedure for reporting safeguarding concerns outside the service;
- review and update risk assessments to ensure they remain appropriate;
- review snack time routines to avoid children waiting for others to finish
- develop independence during snack time by encouraging children to pour their own drinks;
- ensure that full copies of children's records are stored at the service and
- ensure that all staff are fully involved in activities and are confident in supporting children's interactions.

6. How we undertook this inspection

A full, unannounced inspection which examined all four themes was undertaken. Two inspectors carried out one visit and one inspector undertook a second visit. Approximately six hours was spent at the setting. The following methodology was used to gather evidence for this report:

- Discussions with the RI's/ PiC's and members of staff;
- observations of care routines and practices;
- visual inspection of the premises and resources;
- conversation with the children and
- consideration of a range of policies, procedures and record keeping.

Feedback was given to both RI's and one PiC at the end of the second visit and recommendations were discussed in full.

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

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Out of School Care
Responsible Individual	Sarah Gardner Katie Morgan-Nash
Person in charge	Kathryn Coleman Tammy Nelder
Registered maximum number of places	20
Age range of children	3-11 years
Opening hours	Monday – Wednesday 3.00pm – 6.00pm Term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	09 July 2015
Dates of this inspection visit(s)	13 March 2019 19 March 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	