



Childcare Inspection Report on

Playworks Trellech

**Trellech Primary School
Trellech
Nr Monmouth
NP25 4PA**



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Description of the service

Playworks Childcare Limited are registered to care for up to 48 children at Playworks Trellech. The service has been registered with CIW since September 2013 and provides an after school care service exclusively to children attending Trellech Primary School. The group operates from the school hall with direct access to the school playgrounds for outdoor play. This is an English language service. A Person in Charge manages the service on a day to day basis and a Responsible Individual has been nominated on behalf of the limited company who supports the service. At the time of this inspection, the service had chosen to limit the number of children it cares for to a maximum of 32, and this is detailed in their Statement of Purpose.

Summary of our findings

1. Overall assessment

Children are cared for in a welcoming and engaging environment which is well suited to out of school care, where a very good range of resources have been well thought out by staff to ensure they meet the needs of the children. Children have a very strong voice in this service and they are cared for by a staff team who respect the children, their views and their choices. Children benefit from skilled and experienced staff who are committed to making a positive difference to children's experiences and with whom children have formed warm relationships. Sound and pro-active leadership and management of the service supports this and ensures a reliable, quality service for children and parents.

2. Improvements

At the last inspection, we found that the service was not meeting its legal responsibilities because too few staff were suitably qualified and too few staff held a certificate in paediatric first aid. At this inspection, we found that all staff held a certificate in paediatric first aid and a suitable proportion of the staff group held relevant qualifications in child care and/or play, and so the service had achieved compliance with these regulations.

The Person in Charge told us that over the last year the team have introduced new behaviour management techniques. We observed these approaches to be very positive and encouraging, and to be very effective. The team has also adapted the way in which activity provision is planned and all staff told us they felt this had been a great benefit in helping them to support children's play and include the children in the planning.

3. Requirements and recommendations

We found the service to be compliant with the regulations. We have made some practice recommendations in relation to the inclusion of the Welsh language, assessing risk, and policies.

1. Well-being

Summary

Children are very happy and settled at the service. They have a strong voice and their opinions are valued. Play is child led and children's views are gathered to inform planning for activities. There are very good systems in place to ensure that children feel a sense of belonging to a service that has a strong identity. Children interact warmly with each other and staff. They are fully engaged for the time they attend and are provided with a very good range of activities to support their all-round development.

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 their opinions are valued. We heard children chatting happily to staff about what they were doing and they welcomed staff joining in with their games. We heard one child approaching a member of staff to go and see what they had made and they were excited by the praise they received. Play is mostly child led and when structured activities are provided children decide if they want to take part in them. We heard children being asked about the activities they would like to do over the next few weeks. Suggestions included Valentines cards, toffee apples and posters. Staff told us they would include the suggestions in their planning and prepare for the activities. We saw previous planning that reflected the suggestions made by children. During snack time we saw that children were able to choose what and how much they wanted to eat from a varied selection of foods. We spoke to children who told us they liked to mix different kinds of cereal together and they were allowed to do this. One parent told us that staff had been very accommodating when their child had wanted to attend a school sports club for part of the session. Arrangements had been made so that this was possible.

Children's opinions are valued and they have a strong input into the service.

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

Children are happy at the service. Routines are well established and this helps to provide children with a sense of security as they know what to expect when they attend. One child told us that they only come to club one day each week but staff know what game they like and it's always there for them to play. During the inspection we noted that the atmosphere was very calm and relaxed. Children played happily together and with staff. Whilst there is limited space for children's work to be displayed, due to the service operating from a school hall, mobile display boards are used to display some work. We also noted that resources made by children, such as a

puppet theatre and Chinese dragon head were kept and re-used. This shows children that their efforts are valued. Children are consistently praised for their efforts and we saw that a sticker reward system was in place for effort, behaviour and being helpful. We were told that children with the most stickers receive a reward termly. We observed children counting their stickers and heard one child telling their parent, *"Look, I've got 11 stickers!"* This was praised by staff who told the parent how well the child had done.

Children's efforts are consistently recognised and this helps them to develop a sense of security and belonging to the service.

1.3 How well do children interact?

Children interact very well with staff and peers. We heard lots of lovely conversations between groups of children and staff. During snack time, staff sat with children and talked about what they had done in school, their families and what they would like to do at the club. The atmosphere was calm and behaviour was very good. When there were some minor disagreements, staff intervened sympathetically and situations were dealt with quickly and quietly. We noted that children had devised their own rules for the club and these were displayed. This helps them to understand the expectations of behaviour. We saw children sitting together around tables playing games such as Monopoly. During art and craft activities, children helped each other and commented on each other's work. We heard one child praise another for their playdough model and they were thanked for their comments.

Children understand the expectations of behaviour and this results in a friendly and relaxed atmosphere at the service.

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

Children enjoy their time at the service as they are provided with activities that appeal to their interests. We saw that there were plenty of opportunities for children to lead their own play and learning. Resources were easily accessible and whilst some activities were set out when they arrived, additional resources could be accessed independently. These were stored at low level and labelled. Children knew what was available to them so they were able to make appropriate choices. During the visit we saw that children were fully engaged and persevered for an appropriate length of time. For example, one child showed determination when attempting to build a track for toy cars. They tested and altered the track until the car stayed on until the end. We observed children playing games of table tennis and board games, using art and craft material and watching films. We also noted that a group of older children who wanted to sit quietly to chat were able to build a den in the corner of the hall. Children we

spoke to were enthusiastic about their time at the service and told us they enjoyed spending time there.

Children are able to take part in activities that interest them and take responsibility for their own play and learning.

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

Children develop well and are provided with opportunities to become independent. We saw that during snack time, children used tongs to help themselves to the foods they wanted and were able to pour their own drinks. Older children told us that they help the younger children if they need it. One child told us that they sometimes make their own pizzas for snack. Whilst toilet and hand washing facilities are situated some way from the main room, children are able to access them independently. Staff supervise younger children moving between the areas appropriately without hindering independence whilst older children are able to go on their own. There are opportunities for children to be physically active. They have access to a large outdoor play area but on the day of our visit we saw that an area was set aside indoors to play ball games and table tennis as the weather was particularly cold and wet. We heard children talking about Chinese New Year. They were able to discuss the activities they had taken part in and demonstrated a good knowledge of the celebration.

Children are provided with a very good range of opportunities to support their all-round development.

2. Care and Development

Summary

Children and parents benefit from skilled staff who have a good understanding of child development and want to make a positive difference to the children in their care. Staff are responsive and respect the children in their care and the decisions they make. Children remain safe and healthy because staff understand their responsibilities and are aware of the policies and procedures in place to support them in their roles. The staff group work very well together as a team, and as all staff have a good understanding of children's individual needs, this helps to ensure that those needs are well met.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff ensure that the service's policies and procedures are well implemented to support the health, safety and well-being of the children in their care. The staff we spoke to were very knowledgeable about the service's Child Protection policy and their individual roles in implementing it to keep children safe. We examined accident records and found that they included the required information, and all of the staff hold current paediatric first aid certificates. Good hygiene is promoted at the service. All children were encouraged to wash their hands before snack time. The service promotes healthy lifestyles by providing a balanced snack menu for the children, in line with Welsh Government guidance. All of the snack provision was attractive and generous, and we saw that children enjoyed all of the food provision we observed. Staff sat and chatted with the children as they ate and this made meal times a lovely, social time.

Staff have a good understanding of the policies and procedures to follow to keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff set realistic boundaries, are good role models and use a consistent approach to managing behaviour, taking into account children's age and understanding. We observed that staff were all very positive and warm in their guiding of behaviour. They praised the children when they behaved well, thereby reinforcing good behaviour. This was also supported by a sticker chart staff told us they had recently introduced and we saw this to be effective in promoting good behaviour and self-esteem in the children. We saw staff be very respectful of the children and give them due warning of when snack time or tidy up time was coming up. No significant issues of unwanted behaviour occurred during the inspection. Staff managed small behavioural issues with gentle verbal reminders and this was sufficient. All staff had a calm and relaxed manner

when interacting with the children and this had a positive effect on the way they responded.

Staff are able to manage interactions well and this has a positive impact of children's experiences at the service.

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

Staff provide a nurturing and caring environment in which children's care and play is well promoted. We saw that the children were very comfortable to interact with staff whilst playing together and that they responded to them with affection. Warm relationships between staff and children were particularly evident in this service, and children told us how much they enjoyed spending time with the staff. Staff spoke with the children in a consistently calm and reassuring manner, and this helped to ensure that the service remained a calm and pleasant play environment. We also saw that staff approached children with encouragement and enthusiasm at appropriate times, and provided lots of fun and friendly interactions. We observed staff to be considerate of the children's views and conscious to give the younger children time to communicate their wishes. We often saw them listening carefully to what the children were saying, which helped to make the children feel valued. As a part of this, children's feelings are respected in this service. All staff at the service have a good understanding of individual children and their needs and abilities. Children are consulted with and staff use their ideas to plan activities. The activity provision is therefore responsive to the children's developing interests. Staff also employ a lot of flexibility during each session, which allows for children to bring out any other activities they wish.

Staff promote children's well-being very effectively through the play and care provided.

3. Environment

Summary

Children benefit from an environment which is of a high standard, clean and welcoming. Despite being a 'pack away' service, the indoor play space has been well developed, ensuring it provides a sense of belonging for the children and allows them free choice over the activities they can access. Children can access the school field directly from the indoor play space and the service can make use of other outdoor areas in the school as well. Children benefit from a good range of resources which are appropriately maintained.

Our findings

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

Children are cared for in an environment which is clean, safe and secure. We saw that premises are suitably maintained and well decorated. The security of the service is good, with external doors controlled by staff to restrict access to the children. The building is set within the secure school grounds and so when playing outside, unauthorised entry is prevented and children are kept safe. The provider ensures that the cleaning routines at the service reflect good hygiene practice and effective infection control, including the regular cleaning of toys and resources on a rolling programme. The premises are cleaned each evening after the service has closed as part of the cleaning regime of the school. We reviewed safety records and found that the service's Public Liability Insurance, periodic electrical safety certificate and annual gas safety certificate were up to date. A fire risk assessment is in place and records show that fire drills have been conducted on a regular basis. Staff also practice reverse evacuations with the children in the event that children need to be evacuated from the gardens back into the building. Staff manage risk effectively and were able to talk knowledgeably about the measures they have in place to ensure children's safety. However, we examined the risk assessments in place for the service and found them to be broad, but they did not identify and address the specific risks present in the environment of this service.

Children are cared for in a clean and secure environment which benefits from good maintenance and hygiene practices, but risk assessments do not detail the risks specific to the care environment.

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

Children benefit from an environment that is welcoming and friendly, and which supports a sense of belonging in the service. We found the indoor environment to be well decorated, warm and welcoming. There is limited wall space allocated for the service to make their displays, so staff have created mobile display boards which they

put up each afternoon. We saw they were up to date with the current topic and displayed items of children's own creative work, we could see that the children who attend feel a real sense of belonging in this service. Most resources are stored at low levels and in containers which are of a manageable size for children to handle and this means that they can access most of the resources in the service independently, supporting their free choice. Staff we spoke to told us they felt the environment worked well for the children attending and our observations of children using and enjoying the space backed up this view.

Children benefit from a very well developed environment where they feel a strong sense of belonging and have the freedom to play as they wish.

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

Children benefit from a very good selection of toys and equipment that are appropriate and suitable to their needs, and which help to engage them in meaningful and enjoyable play. We saw that the resources at the service covered a very wide range of play opportunities, and that children could freely access many of the stored resources. Books were available, as well as a selection of construction resources, musical instruments, a dolls house, puppet theatre (which had been made in the service), lots of arts and crafts resources, and lots of games, including board games. We also noted that a good selection of role play resources were available, which is unusual in services caring for school aged children, and we saw that the children enjoyed these very much. A selection of resources were set out attractively each day to help demonstrate to children what was available and to make them appealing.

Children benefit from a good range of resources and equipment that help to ensure they have a really fun and engaging time at the service.

4. Leadership and Management

Summary

Parents and children receive a consistent, reliable, high quality service which is well run, with due regard paid to the regulations and National Minimum Standards for Regulated Childcare. The provider is committed to improving outcomes for children, reflecting on practice and is proactive in planning for improvements to the service.

Our findings

4.1 How effective is leadership?

Children and parents benefit from a very well run and planned service. The service has a Statement of Purpose in place which the Person in Charge told us is shared with the parents. This Statement of Purpose contains the information required by the regulations, is clear, and is kept under review to ensure it is always an accurate reflection of the service provided. We examined the service's policies and found them to be appropriate and thorough. A small number of policies would benefit from some additional information and this was discussed with the Responsible Individual (see section 5.2 Recommendations). The records we saw showed that staff record accidents and incidents appropriately. Staff also record any existing injuries children have when attending the service. Medication records contained the necessary information and parents sign both to give permission for the medication to be administered as well as afterwards to acknowledge the entry. The registers of children's attendance are completed in a timely manner and contain all necessary information. Children's records also contained the required information to ensure staff are able to meet the children's needs.

Parents can be confident the provision is well run through good leadership and management, and with due care and attention paid to the regulations and National Minimum Standards.

4.2 How effective is self evaluation and planning for improvement?

Children and parents benefit from a service which is committed to high standards and improving outcomes for children, and they are actively involved in defining and measuring the quality of the service. There is a system in place to ensure that a formal self evaluation of the service is undertaken on at least an annual basis. The Quality of Care report demonstrated that the service consults with parents, staff, children and relevant external agencies in order to review the quality of the service, and uses that information to set an action plan intended to improve the service over the following 12 months.

The service draws on first hand evidence and the views stake holders to plan for improvements to the service.

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

The service is effective in managing staff, their time and prioritising activities responsively to ensure that children's needs are met in a timely manner. We observed staff to be well organised and we saw that this allowed them to remain calm whilst delivering care. This calm and relaxed care environment has a positive impact on the children's mood and their interactions. Robust procedures are in place to ensure the persons caring for children are suitable and qualified. There is a system in place to ensure that DBS (Disclosure and Barring Service) checks and mandatory training is renewed as necessary. We examined all staff files and found that they contained all necessary pre-employment checks. Records showed that staff induction is undertaken in a planned manner, supervisions are conducted with each member of staff regularly and appraisals are undertaken annually.

The service is very well organised and this has a positive impact on children's experiences.

4.4 How effective are partnerships?

Parents' and children's expectations about the service are matched by their experience. Children have their needs and preferences identified and parents know how these will be met. A child record form is completed for each child by their parent so that the service has all the information necessary to be able to provide care to the children and meet their needs. There are appropriate policies in place which outline how the service operates and copies of all policies are available to parents. Parents are kept involved and informed about their child's activities. Staff are available to talk to parents at the end of each day to inform them of how the child has been. Parents who responded to CIW questionnaires all confirmed they were satisfied with the communication in place between the service and themselves.

Children's needs are identified to ensure a good quality of care can be provided, and parents have all the information they need to make an informed choice about using this service.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- The Welsh language should be included in the service;
- Risk assessments should be strengthened by addressing the specific risks in this service;
- the Intimate Care policy should include any procedures for undertaking intimate care; and
- the Medication policy should include issues specific to this service, such as when children administer medications themselves that these are recorded, how the service manages medication being brought into the service in children's bags, and how parental permission is obtained when the service does not see parents/carers before care each day.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

- Two inspectors undertook an unannounced visit to the service. We visited the service across two days to observe children and the care they received;
- we reviewed information held by CIW;
- we undertook a visual inspection of the premises;
- we spoke to a number of children throughout the two visits. We also spoke to each staff member present, and some parents. Staff and parents also provided written feedback to CIW by completing and returning questionnaires;
- we looked at a wide range of records. These included the Statement of Purpose, staff files, health and safety records, children's files and activity planning.

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 Katherine Watkins
Registered maximum number of places	48
Age range of children	3 to 12 years
Opening hours	3:30pm to 6pm Monday to Friday, term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	9 June 2015
Dates of this inspection visit	6 and 7 February 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 <i>'More Than Just Words follow on strategic guidance for Welsh language in social care'</i> . 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: None	