



Childcare Inspection Report on

Playworks Cwmfelinfach After School Club

**Cwmfelinfach Primary School
King Street
Cwmfelinfach
NP11 7HL**



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Description of the service

Playworks Cwmfelinfach operates from Cwmfelinfach Primary School. The service has been registered since February 2014 to provide after school care for a maximum of 16 children. Care is provided exclusively for children, up to the age of 11 years, attending the school. The service has use of a large classroom and adjoining hall with access to the extensive outdoor play area. The service provider is Playworks Childcare Ltd. They have appointed two Responsible Individuals (RI), Katie Morgan-Nash and Katherine Watkins. A Person in Charge (PiC) is employed to have responsibility for the day to day management of the service. The main operating language is English with some use of incidental Welsh.

Summary of our findings

1. Overall assessment

Playworks Cwmfelinfach is a well run service. Children are happy and settled and cared for by a suitably qualified staff who place great emphasis on the children's voice. The environment is clean, well maintained and provides adequate space for the children to play but not all areas are accessible and storage for club resources is limited. This means that the variety of free choice activities available to children on a daily basis are limited although staff provide a good range of planned, staff led activities. Paperwork is of a good standard and meets the requirements of The Child Minding and Day Care (Wales) Regulations 2010 and National Minimum Standards.

2. Improvements

- Staff files contain all of the required information and suitability checks are carried out
- there is a suitable complaints procedure for children and
- a quality of care report has been produced.

3. Requirements and recommendations

There were no areas of non-compliance identified during this inspection. Good practice recommendations in relation to children's choices, Statement of Purpose, accident and incident records, safety certificates and Behaviour Management Policy are summarised at the end of this report.

1. Well-being

Summary

Children are happy and settled at the service. They are provided with opportunities to develop independence and lead their own play and learning. Interactions are good and children are learning to manage their own behaviour. There is a strong emphasis on children's voice and their opinions and ideas are respected.

Our findings

1.1 To what extent do children have a voice?

Children at the service have a strong voice. We saw that children are confident to approach staff because they know they will be listened to. There are very good systems in place to gather children's views and involve them in evaluation of the service and their care. We saw minutes of 'child participation' meetings, which are held regularly and involve children in discussions about activities they would like to do, evaluation of what they have done and behaviour at the club. When ideas are put forward children are given an opportunity to vote for their favourites. We noted that many suggestions made by the children were evident in planning, demonstrating that their opinions are respected. We also noted that there was a complaints policy for older children and that there was a suggestion box that children could use to voice any concerns or complaints.

Children have a strong voice because their ideas are regularly gathered and their opinions are valued.

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

Consistent routines and practices ensure that children feel safe and happy at the service. We saw that children know the routines well and transitions between activities run smoothly. We saw that children have their own scrap books which contain photographs and records of activities they have taken part in. Children were proud of their books and explained that they kept their work in them. We saw that the books contained inspirational quotes such as 'We are each unique and beautiful but together we are a masterpiece'. This helps children to feel valued and creates a sense of belonging.

Children at the service feel safe, happy and valued because they know the routines and staff show children that they are important as individuals.

1.3 How well do children interact?

Children interact well with staff and their peers. We saw that children chatted happily during snack time which was a very sociable occasion. We heard children engaged in conversations and they told us jokes that they found on the back of yoghurt packaging. We saw that emphasis was placed upon children learning to manage their own behaviour and that of others. Children had devised their own club rules and we noted that when two children were having a disagreement another child intervened

and said *"If you don't sit together you won't need to argue"*. This demonstrates that they understand the expectations and they are learning how to deal with challenging situations. We saw that children had formed good relationships with staff and this was evident through children approaching staff happily and instigating conversations. Children generally responded positively to requests made by staff and were polite and respectful.

Children at the service interact well and are learning to manage their own behaviour.

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

Children enjoy their time at the service, although there could be some improvements to the range of free choice activities available to them. We saw that children were engaged in the activities provided, such as group games and adult led activities. However, there were limited free choice activities for them to choose from during unstructured times. We saw that children had fun making up their own games, such as making and flying paper aeroplanes and enjoyed using the computers. Children told us they play lots of games and go outside *'loads'*. During our second visit we saw that children thoroughly enjoyed decorating cup cakes to look like the sea.

Children enjoy the wide range of structured activities but there should be more free choice opportunities available to allow children to follow their own interests during unstructured times.

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

Children are provided with good opportunities to develop, learn and gain independence. At the buffet style snack we saw children help themselves to food they wanted to eat and they were able to pour their own drinks. We noted that children cleared away after snack and stacked their plates and cups at the sink. Toilets can be accessed independently and children know the routines of hand washing before snack and after using the toilets. We saw evidence of activities that supported children's all round development such as food tasting, cooking and making bird feeders. We noted that when children were decorating cupcakes they were able to complete the activity independently and make their own decisions with support from staff if they needed it. We were told by the PiC that they are currently working on a theme of under the sea. Children had asked to do this as they were enjoying the theme in school.

Children are developing good independence and take part in lots of activities that support their learning and development.

2. Care and Development

Summary

Children are cared for by suitably qualified staff who know them well. Staff are aware of key policies and procedures and have a good understanding of safeguarding processes. There are robust systems in place to ensure that children are kept safe and healthy and interactions are managed well.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are aware of the need to keep children safe and healthy. We saw that children were served a healthy snack including fruit and vegetables and water to drink. Tables were cleaned before and after food was served and children washed their hands before eating. Fresh water was readily available to children throughout the session to ensure they kept well hydrated. The PiC told us that they have recently applied for the Healthy Snack Award and consistently follow appropriate practices. Staff demonstrated good awareness of key policies and how to implement them. We were told that the staff had not had any safeguarding concerns to date but discussions showed that they were aware of safeguarding procedures and how to raise concerns. We noted that staff had undertaken training on 'Prevent' which is a government initiative to help recognise signs of extremism and radicalisation and the safeguarding policy had been updated to reflect this. Staff files confirmed that training on food hygiene and paediatric first aid were up to date. We noted that the areas used were secure and free from hazards and a record was kept of visitors to the service. Records of accidents and incidents are completed accurately and accidents were of the expected nature for the age of the children. We discussed with the PiC and RI the possibility of monitoring accident records to look for any trends and patterns.

Procedures for keeping children safe and healthy are embedded and followed consistently.

2.2 How well do practitioners manage interactions?

Staff are good role models and manage interactions well. They have good relationships with the children they care for and treat them with respect. Children generally respond positively to requests from staff. We noted that on one occasion when a child didn't respond appropriately, staff were calm and spoke quietly to the child who was then able to modify their behaviour. We saw that a Behaviour Management Policy was in place and focussed on positive behaviour management. However, we spoke to the PiC and RI about including additional information about how they support children with on-going behavioural needs. They agreed that the policy would be reviewed and this information would be included. We saw that children have regular opportunities to discuss expectations of behaviour and that they had devised their own rules. This supports children in learning to take responsibility and manage their own behaviour.

Overall, there is a positive approach to managing interactions and children are well supported in learning to manage their behaviour.

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. We heard lots of conversations between children and staff and good use was made of opportunities for language development. We saw that much of the play was self directed and staff supported this and made suggestions of ways to improve activities. For example, when children wanted to make paper aeroplanes the PiC suggested that they had a competition to see who's would fly the furthest and children worked well together to create their planes. When one child couldn't get their plane to fly and said "*Mine doesn't go very far*" another child said "*Let me show you*". This resulted in a lovely discussion between the two children. Staff undertake weekly planning and provide children with opportunities to take part in a good range of adult led activities such as food tasting, cooking and special celebrations. Activity planning is often in response to children's requests and children also help to evaluate activities giving them a key role in the process.

Staff are committed to providing children with stimulating experiences and are effective in meeting individual needs.

3. Environment

Summary

The environment is clean, bright and welcoming and appropriate safety and security measures are followed. However, the lack of storage space available means the number of resources accessible for children to choose from are limited. This is something that should be considered in order for children to have sufficient variety and choice.

Our findings

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

Children are cared for in an environment that is clean and safe. Risk assessments observed were detailed and activities are risk assessed individually as part of the planning process. We noted that gas and electrical safety testing had been carried out and fire safety equipment had been tested although records of these were held by the school. We informed the PiC and RI that they must retain copies of the certificates and they were forwarded to us immediately after the inspection. Emergency evacuation drills are carried out termly and although records of fire drills are kept, we discussed the need for more detailed information to be included. All areas were seen to be secure and as far as possible free from hazards.

Leaders ensure that the environment is a safe place for the children in their care.

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

The environment offers an adequate space in which children can play and learn. We saw that furniture was of an appropriate size and design for the age range of the children and they were able to move around freely in open spaces. However, we noted that there were areas of the classroom that children were not able to access at the request of the school. The service has use of a small display board in the school hall, where information for parents is displayed, but there is not an area where children's work can be displayed. This creates challenges in giving an identity for the club and a sense of belonging for the children. The outside space is a particular strength, with a large yard area, climbing frames and quiet areas providing opportunities for children to relax or be physically active dependent upon their choice.

Overall, the environment provides adequate space for children but improvements could be made to help give the club an identity and sense of belonging, separate from the school.

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

Leaders ensure that resources are of suitable quality although the number of resources available is limited. We saw that art and craft materials were readily available and sufficient in quantity. Children had access to the school's computers and were able to use a small number of school resources, mainly the construction equipment. During planned activities, resources provided are plentiful but

improvement is needed to enable children to access activities independently and follow their own interests. The PiC and RI are very keen to provide a wider range of toys and resources but they have nowhere to keep them. They agreed to look for a solution and discuss the possibility of some additional storage space with the school.

Resources are of suitable quality but improvement is needed to the range of resources available.

4. Leadership and Management

Summary

Leadership is effective and the service runs smoothly on a daily basis. The RI and PiC work well together and have a consistent approach and shared vision for the service. Self evaluation and planning for improvement is effective and staff are well managed.

Our findings

4.1 How effective is leadership?

Leadership of the service is effective. There are clear roles and responsibilities and an established management structure ensures that the service complies with The Child Minding and Day Care Regulations (Wales) 2010 and national minimum standards. We saw that the service has a clear statement of purpose. This gives an accurate view of what the service offers although some minor alterations are needed, such as a contact number for the service during operating hours. The PiC and RI told us that parents currently contact the main office or use the personal mobile numbers of the staff. They confirmed that a mobile phone for the business was being provided when the club starts again in September. We saw that paperwork was of a very good standard, was well organised and regularly reviewed. Policies are detailed and the service has a clear complaints policy, including the process for children over the age of eight years. We were told that no formal complaints had been received.

The service runs effectively due to strong, organised leadership.

4.2 How effective is self evaluation and planning for improvement?

There are clear systems in place for self evaluation and planning for improvement. We saw that a quality of care report has been produced and the views of parents, children and staff were gathered through questionnaires. The Self Assessment of Service Statement (SASS) document, which is required by CIW, has been submitted and provides accurate information about the service. There is a clear plan for improvement and actions are carried out in a timely manner. Self evaluation is inclusive and planning for improvement is effective with good systems in place to support the process. The RI, PiC and staff were open and transparent throughout and responsive to recommendations.

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

Staff are well managed and supported. The service has robust procedures for staff recruitment, ensuring that all staff are suitable to work with children. Appropriate suitability checks are carried out prior to new staff starting and we saw that staff files contained all of the required information. Good systems are in place to ensure that training is updated in a timely manner. Consequently, essential training such as paediatric first aid, safeguarding and food hygiene are up to date. We saw records of termly supervision meetings and annual appraisals between the PiC and staff to help

monitor staff performance during which an action plan is produced to support staff development. We noted that the RI regularly attends the service and carries out termly monitoring visits. Written feedback is provided in response to these visits and highlights any required actions. Staff we spoke to told us that they felt well supported by the management team and felt confident to approach managers with any concerns.

Robust systems and procedures ensure that staff are effectively managed and feel well supported.

4.3 How effective are partnerships?

The service has developed some partnerships. We saw that parents are regularly consulted about the service and feedback observed was positive. We heard that parents were greeted warmly when collecting their children and general information about their child's day was shared with them. We were told by the PiC and RI that they have a good relationship with school staff and that they are confident that this relationship will continue to develop as the service and staff team becomes more established.

Relationships with parents are well established and their views are respected.

5. Improvements required and recommended following this inspection

5.2 Areas of non compliance from previous inspections

None

5.3 Recommendations for improvement

- Consideration should be given to the number of resources available for free choice play;
- accidents and incidents should be monitored to establish any trends and patterns;
- a direct telephone contact for the service should be in place and contact details should be included in the statement of purpose;
- a copy of all safety certificates should be held by the service and
- additional detail regarding support for children with behaviour difficulties should be included in the behaviour policy.

6. How we undertook this inspection

One inspector undertook an unannounced inspection as part of our normal schedule of inspections. An additional visit was undertaken the following day by prior agreement with the PiC. Approximately five hours was spent at the service. The following methodology was used to gather evidence for this report:

- Observations of care routines and practices;
- discussion with the RI, PiC and staff;
- conversation with several children;
- visual inspection of both inside and outside play areas;
- consideration of information held by CSSIW;
- sight of a range of policies and procedures and
- consideration of information held in staff personnel files.

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	Katie Morgan-Nash Katherine Watkins
Person in charge	Rebekah Lambeth
Registered maximum number of places	16
Age range of children	3 years – 11 years
Opening hours	Monday – Friday 3.15pm – 6.00pm Term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	14 October 2014
Dates of this inspection visit(s)	12 July 2018
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 the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's 'More Than Just words' strategic guidance for Welsh language in social care.
Additional Information: None	