



Childcare Inspection Report on

Llanharan Welfare Hall Playscheme

**23a Bridgend Road
Llanharan
Pontyclun
CF72 9RD**



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Description of the service

Llanharan Welfare Hall Playscheme registered in 2003 and offers open access play sessions for a maximum of 85 children aged five to 14 years of age at any one time. The service operates from Llanharan Welfare Hall in Llanharan, Pontyclun. The service operates between the hours of 2pm and 4:30pm every Tuesday and Thursday during the school holidays. The responsible individual is Jane Hawkshaw and the person in charge is Benjamin Thomas. The main language of the service is English.

Summary of our findings

1. Overall assessment

Overall we, the Care Inspectorate Wales (CIW) found that children attending Llanharan Welfare Hall Playscheme experience stimulating and challenging play experiences and are happy, safe and secure. Children particularly enjoyed using the outdoor area making regular use of this in all weathers. However, we found that improvements are needed in quality assurance and monitoring systems and in staff files.

2. Improvements

None.

3. Requirements and recommendations

We notified the responsible individual that the service was not compliant with regulations relating to Statement of Purpose: This was not in line with regulation and did not include the required information; Employment of staff: Staff did not receive regular supervision and appraisal; Suitability of workers: There was not full and satisfactory information or documentation available in relation to staff and The Quality of Care Review: views had not been collected and as a result there was no recent review of the service. We have not issued a non compliance notice on this occasion as there was no significant impact or risk to children. We expect the responsible individual to take action to rectify this and it will be followed up at the next inspection.

We also made some recommendations. These are detailed at the back of the report.

1. Well-being

Summary

We found that children are listened to, valued and develop independence. Children are stimulated and motivated to play with a range of adventurous resources and are well settled and happy at the playscheme. Children enjoy opportunities to take part in freely chosen and self directed play and interact well with each other and with the adults caring for them. Children are very happy, safe, content and busy at this playscheme. They have good opportunities to develop their individual skills through exciting, stimulating and interesting activities. They interact well with each other and with the staff.

Our findings

1.1 To what extent do children have a voice?

Children and young people have a voice. They have a choice within their activities and make decisions about their play.

Children were seen excitedly accessing activities of their own free choice. We saw them playing enthusiastically and were highly active. They made lots of independent choices in their play giving them many challenging and new learning opportunities. We observed them voicing their choice, choosing from an innovative range of adventurous activities and resources which motivated the children to control and direct the intent of their play. Children followed their own interests, ideas and instincts. For example, we saw the children involved in lively discussions with each other about how they would make 'slime' and how they would construct an object out of dried spaghetti and marshmallows. During the slime making activity, we heard children state what colour slime they would like, "Can I have blue?" and this was acknowledged. Children outdoors chose to build an obstacle course whilst others enjoyed playing football. They enjoyed messy play by mixing shaving foam with food colouring and many participated in art and craft activities.

Children confidently use their voice to communicate their choices of activities.

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

Children are safe, secure and valued and they have formed bonds of affection with the staff.

Children were very content when playing and they approached the staff with confidence when they wanted help or wanted to show them something. Some children played in groups whilst others played independently or engaged an adult in their play. For example, when making 'slime' some children needed a little staff assistance to mix their ingredients together. Children are happy and settled. New attendees were welcomed and made to feel part of the group. We saw most children had formed positive attachments with staff and were happy, settled and secure in their company. We saw that the children separated from

their parents/carers with ease. We found that the children had formed friendships and happily chatted to other. The children approached staff as and when they wanted to ask them a question and knew that they were close by at all times to support them if needed. We heard one child greet a member of staff by saying, "Well hello there my friend."

Children are happy, settled and new children feel welcome.

1.3 How well do children interact?

All children interact and co-operate well with their peers.

We saw that children interacted well with one another. During the 'slime' making activity, an older child told a younger child, "You can have mine if you like." They were seen sustaining their interests and enjoyment in play activities for long periods of time. We saw them taking turns to mix 'slime' and whilst they waited busied themselves in the many other activities on offer. They sustained collaborative play and we saw the older children happily supporting the younger children in their play especially so when they helped them to construct spaghetti and marshmallow designs. They also gave them praise for their creations. We heard children laughing and giggling together whilst behaving exceptionally well throughout the afternoon of our visit.

Children interact well.

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

Children are engaged and interested in the activities they do.

We saw children were motivated, stimulated and enthusiastic and were involved in a range of planned and free play activities that the playscheme provided. We saw that children were constantly busy and on task and that they influenced their activities. Children dressed up, acting and role playing various characters and they enjoyed uninterrupted play. We heard lots of laughter and screams of delight from the children playing water games with the staff getting involved at the children's requests. Children told us that they had fun building dens and liked cooking cakes. One child told us, "I love getting messy. We make slime, paint, play dough, paint and slide." The play activities on offer facilitated play opportunities that maintained the children's interests where many children were happy to simply 'have a go' in an activity that they had never been involved in before. For example making 'slime' and putting glitter into it to make it sparkle. We saw that if it didn't work out right the first time, the children were confident to give it another try and learn in their own way. We saw that the children enjoyed and were seen to be thrilled with their end results, proudly showing their creation off to us and staff.

Children are enthusiastic in their play and learning.

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

Children freely choose and develop their own play ideas.

We saw children involved in activities and confidently and independently trying out new challenging activities before asking for help from a staff member, for example as they constructed 3D structures using spaghetti and marshmallows.

We saw that all children moved around the playscheme independently, accessing resources of their choice at their own leisure. They used their imagination to create pictures and various creations from junk materials. We saw children oozing in confidence throughout all activities that they were involved in. Children were independent in putting on their own shoes before going outdoors to play and were encouraged to be independent within activities, "you'll need to put five spoons of bicarbonate in there." There were good examples of physical play as the children climbed under a net and through hoops on in their obstacle course. Some children also enjoyed quiet time and relaxation for example when having a snack or playing on an iPad game.

Children develop a good level of independence and follow personal interests.

2. Care and Development

Summary

Staff meet the needs of the children via caring interaction. They keep the children safe, happy and fulfilled. Staff create a warm, supportive environment for children. They provide a rich and stimulating schedule of activities to be enjoyed at the premises. Staff include children in decision making and make every effort to ensure there is sufficient choice to cater for differing tastes, interests and individual abilities. The playscheme staff are competent, well qualified and very approachable. They are keen to ensure that the children are well cared for, safe, happy and most importantly have fun.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Healthy lifestyles are promoted and hygiene is encouraged on the whole.

Staff promoted plenty of opportunities for children to play outdoors, enabling them to be physically active and get plenty of fresh air. We observed that some children did not wash their hands after being involved in messy play and then eating their snacks. However, we did at a later stage during the afternoon hear some staff reminding children to wash their hands. We discussed the promotion of good hygiene and prevention of cross infection practice with staff. Snacks offered to children in the tuck shop consisted mainly of sweets, pastries, crisps and fruit juice. Staff files viewed along with the matrix evidenced that six staff members had completed first aid training. Additionally they had permissions in situ from parents and/or carers to act in the event of an emergency in which a child may require emergency medical treatment in hospital, however not all registration forms had been fully completed with a signature, date and contact number. Some staff had attended child protection training and those we spoke with were familiar with the safeguarding procedure.

Staff encourage healthy lifestyles on the whole and are aware of the procedure to follow in order to keep children safe. However, staff need to ensure they follow current guidance regarding hand washing to ensure children are not at risk of cross infection.

2.2 How well do practitioners manage interactions?

Staff have positive relationships with the children in their care.

Staff spoke to children with respect and in an affectionate manner and had good relationships with them. We heard plenty of laughing and joking. Staff knew the children well and engaged with them at their level of understanding and in age appropriate activities. Staff gave gentle reminders of what was appropriate if a child and/or children began to misbehave, squabble or be unkind to each other. We saw a member of staff use a distraction technique when a child wanted to carry out an activity that she was not allowed to participate in saying "Would you like to go outside to play ball or do some painting?" In

time the child was happy to engage in another activity. Staff gave lots of praise for positive behaviour and when celebrating children's achievements. We heard lots of cheers and "Well done" throughout the session. During outdoor play, we saw a member of staff model how to skip, before encouraging the child to have a go, "Oh nearly, try again. Over the top and jump. Come on one more go. You can do it."

Staff use positive behaviour strategies to help children behave positively.

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

Staff know the children in their care and are able to pick up signs when they need support.

Staff gathered the necessary information on children's needs and preferences before they started at the playscheme. They encouraged children to engage in activities available to them and played along side them as positive role models reinforcing good behaviour that also helped them to develop their social skills. During outdoor play, we heard a member of staff encourage children to count in tens as well as count the number of skips they could do within a timed period. Staff encouraged children to count and discussed addition and subtraction as they dealt with money at the tuck shop, "what's 20 plus 20?" as well as "What's 100 take away 20?" Planning of activities was well prepared for with a seamless array of ongoing activities that the children clearly enjoyed and got involved in. Many activities were laid out on tables ready for the children to engage in. We saw staff provide support to children and responded quickly to their requests or needs, allowing children to learn through play and exploration. During our visit, we did hear some incidental Welsh being used, "Da iawn diolch" as well as a staff member singing a Welsh song, "Aderyn melyn i fyny yn y goeden banana" to the children as they took part in a craft activity.

Children's play learning and needs are promoted well.

3. Environment

Summary

Leaders ensure children have access to a wide range of resources and equipment which enable children to experience memorable, highly stimulating and educational activities and play. Leaders ensure children are safe but also have opportunities to take acceptable risks.

Our findings

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

Leaders ensure children are cared for in a safe environment.

Children were signed in and out of the service with times recorded and parents were asked to complete a registration form for their children prior to them attending. Risk assessments had been completed for all areas used by the children. Leaders promoted play activities which supported children to take acceptable risks. Detailed risk assessments had been completed for the hall as well as activities and were dated July 2018. Risk assessments were in place for these activities, outlining the hazards to children but also the benefits to their well-being of taking part in these activities. For example, den building. We viewed the premises and found the floor of the toilet posed a slip hazard due to the tiles getting wet when children accessed the sinks to wash hands. The door on one of the female toilets did not close properly and there was no fire blanket available in the kitchen area. The leader told us that fire drills take place regularly, however we did not view completed records evidencing this as they could not be accessed on the system on the day of the visit. The leader told us that the records would be forwarded following the inspection visit, however upon publication of this report we had not received any records. The heating safety check certificate and smoke alarm check records were not available to view during the inspection visit and a copy of the latest service would be forwarded to CIW. Upon publication of this report, the records had not been received by CIW. Staff were mostly vigilant and implemented effective procedures and reflective practice to help them provide a safe environment.

Leaders ensure there is a balance between the need to promote children's safety and the need to support children to take risks.

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

Leaders ensure children have access to suitable spaces where they can explore and play.

The service operates from the welfare hall. The hall offered plenty of space for the number of children who were present to be able to move around and explore as they wished. During the inspection, the hall provided children with opportunities to undertake activities such as volley ball, messy play, creative play, karaoke and role play. There were male and female toilets and there was also a kitchen. Snacks were made available for children to purchase

through a tuck shop set up by the staff. The children used the hall and a large outdoor area which included a sports pitch, which was used frequently for activities. The outdoor space was large and offered plenty of space for children to play and explore.

Leaders ensure children have access to indoor and outdoor play areas that are suitable for their needs.

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

Children benefit from good quality resources, equipment and materials.

We saw a good variety of resources that were age appropriate and gave children stimulating and challenging play opportunities as well as promoting the children's curiosity. Leaders had clearly set out activities in advance for the children ensuring that they were easily accessible for them. For example, a table set up as a slime making station, an arts and crafts table containing crayons, paper, glue and other materials as well as an area set up to create 3D structures using dried spaghetti and marshmallows. We saw that this benefitted the children as they freely chose what they wanted and could be as creative as they wished. We saw that at the end of each day staff tidied and cleaned areas. Leaders and staff took pride in providing children with play opportunities that were fun, exciting and challenging. We spoke to children who said they enjoyed the selection of equipment and resources on offer and especially outdoor play, creating a water slide, cooking activities and making slime.

Leaders ensure resources are suitable to the needs and interests of children.

4. Leadership and Management

Summary

Leaders have formed policies and procedures for all aspects of running the service and these are regularly reviewed and updated. They are committed to continually improving the service they provide. However, leaders must ensure all the required information is kept in each staff file in order to evidence their suitability and that staff have opportunities for formal supervision.

Our findings

4.1 How effective is leadership?

Leaders are enthusiastic and have a clear vision.

The person in charge had recently been appointed. Leaders stored confidential documents in accordance with their confidentiality policy and were committed to ensuring that all confidential data was stored securely. Leaders had a statement of purpose in place but it needed to be updated in order to be in line with regulations. Aims and objectives of the service, routines, language used, terms and conditions and arrangements for dealing with any emergency were not included in the statement of purpose.

Leaders had a clear vision for the service and fully understood and shared their expectations, which was child-centred. They had developed policies and procedures, which were effectively shared with staff and implemented by them. Staff were fully aware of their roles and responsibilities

Overall, leadership is effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders evaluate the service after each holiday period.

Leaders promoted a positive culture of self evaluation and reflection. We were told that leaders and staff documented their thoughts through a self evaluation process after each holiday provision, looking at successful areas and areas that could be improved. Leaders used the findings to determine improvements that may be needed. Leaders also issued questionnaires to parents and observed children and asked for their views. However, CIW had not received a copy of the latest quality of care report.

Self evaluation and planning for improvement is developing.

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

Leaders co-ordinate and deploy staff effectively ensuring that they adhere to the ratios.

Leaders ensured that there were enough staff available in order to meet the required ratios. Staff present were required to sign in and out on a daily basis, however we found that

records did not evidence that staff signed out always. During the inspection process, we saw that regulatory documents were missing from the staff files. However, leaders had designed a matrix which enabled them to ensure that all documentation was in place. Leaders had a good team of staff who worked together to ensure there was sufficient supervision for the children. However, staff supervisions and appraisals did not happen on a regular basis. We were told that there was a system in place whereby staff were able to reflect on the service after each holiday period.

Leaders adequately manage staff.

4.4 How effective are partnerships?

Leaders and staff have formed positive partnerships with parents.

Leaders share information with parents effectively. We saw evidence on file of information gathered from parents detailing children's specific needs, likes and dislikes. Staff had positive relationships with parents and shared information verbally at the end of each session. Parents we spoke with told us they felt well informed and that their children loved attending, "My child loves it here. I'd recommend to anyone" as well as "My kids come every year. They love everything about it." A partnership had been made between the playscheme and a local supermarket, whereby they would donate goods for the tuck shop on a regular basis.

Leaders ensure they work closely with parents and information is shared effectively.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following recommendations for leaders to:

- complete the self assessment tool for Open Access Play providers;
- ensure that all staff sign out daily;
- ensure the female toilet door is made safe for use and the toilet floor is monitored regularly;
- promote hand washing;
- ensure a fire blanket is fitted in the kitchen;
- forward copies of fire drill records, smoke alarm checks and the heating safety check certificate to CIW and
- registration forms are checked and fully completed.

6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections. Two inspectors visited the service on the 14 August 2018 for a total of four hours and 25 minutes. Feedback was given over the telephone on 17 August 2018.

We:

- inspected a sample of documentation and policies;
- observed practice and completed observations to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, staff, person in charge and four parents;
- looked at the areas used by children and resources on the day of our inspection; and
- gave detailed feedback of what we found and what needed to be addressed.

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

www.careinspectorate.wales

7. About the service

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| Type of care provided | Children's Day Care Open Access Play Provision |
| Responsible Individual | Jane Hawkshaw |
| Person in charge | Benjamin Thomas |
| Registered maximum number of places | 85 |
| Age range of children | 5-14 years |
| Opening hours | 2pm until 4:30pm every Tuesday and Thursday during the school holidays |
| Operating Language of the service | English |
| Date of previous Care Inspectorate Wales inspection | 31 March 2015 |
| Dates of this inspection visit | 14 August 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, or intend to use their service. We recommend that the service provider considers Welsh Government's More ' <i>Than Just Words follow on strategic guidance for Welsh language in social care</i> '. However on the day of the inspection visit, we did hear some incidental Welsh being used and staff sang to children in Welsh. |
| Additional Information: | |