



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

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**Children and Families (Wales) Measure 2010
Child Minding and Day Care (Inspection and Information for Local
Authorities) (Wales) Regulations 2010
The Child Minding and Day Care (Wales) Regulations 2010**

Inspection Report

Hendre Play Club

**Hendre Infants School
St Cenydd Road
Caerphilly
CF83 2RP**

Type of Inspection – Baseline

Date of inspection – Thursday, 5 November 2015

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Summary

About the service

Hendre Play Club is one of four play clubs operated by Charlotte Harvey as the Registered Person (RP) in and around the Caerphilly area. The play club is registered with the Care and Social Services Inspectorate Wales (CSSIW) to provide 16 places for children aged from three to five years of age. It is located in Hendre Infants School in a room to which the club has sole access. It also has access to the enclosed outside areas and school hall. A Person in Charge (PiC) had been appointed by the RP to oversee the day-to-day operation of the play club.

English is the language of the service with some Welsh introduced throughout the session.

What type of inspection was carried out?

This was a scheduled, unannounced, baseline inspection. It reports on all four Quality Themes. The evidence for this report came from:

- discussions with the PiC, assistant and briefly with the RP
- observations of care practices
- scrutiny of daily records, Statement of Purpose, latest Quality of Care Review, staff files
- use of the SOFI (Short Observation Framework for Inspection) tool. This provides CSSIW with evidence as to the level of child engagement and quality of staff interactions
- information held on the service by CSSIW including the last inspection report.

What does the service do well?

The service works well with the school in the sharing of facilities such as the outdoor space and the school hall. Strong links have been forged between the play club and nursery staff in order to share information and work collaboratively for the benefit of the children.

What has improved since the last inspection?

The daily routine and management of the children has greatly improved to create a more calmer, more pleasant environment in which boundaries are clearly set for the children.

What needs to be done to improve the service?

There were no issues of non compliance to report.

In order to fully meet the requirements of regulations the RP was advised that:

- formal supervision of the PiC must take place on a regular basis and a record be kept
- the next Quality of Care Review must include the views of children as well as parents and staff

Quality of Life

Overall we, CSSIW, found that the wellbeing of the children was at the centre of the service. Staff knew the children in their key worker groups and worked to ensure their needs were met. The children were settled, played happily, responded positively to staff and enjoyed a meaningful play and learning session.

Children are encouraged to speak and express themselves. We saw a number of individual and group activities where staff took opportunities to work with children to improve their speech and understanding. Circle time provided good opportunities for children to put their views forward, be listened to and develop confidence. Craft activities enabled children to express themselves without words, and this encouraged the quieter children to engage. We undertook a SOFI observation of one child who was a new starter and was displaying limited language use. The child was invited by a staff member to join a group making 'rockets' for Bonfire Night. The child did not join the group immediately but wandered round the room watching other children and playing briefly with the small world cars and then the playhouse. Staff allowed the child this time to explore and watch but kept an eye on them and repeated the invitation for them to join the craft group. When the child did so they did not sit but stood at the table and watched the other children before taking up a pen and drawing on card. The staff member included the child by praising their efforts, and encouraging them to stay on task and complete the rocket. They helped with the final stages enabling the child to have a completed rocket to take home with them.

Children are treated with dignity and respect. We saw staff be respectful when children expressed their views or ideas. They listened attentively, making good eye contact and using positive facial expressions and body language. Children were encouraged to gain self reliance in toileting and staff were on hand to support them, encouraging the children to take responsibility for their personal care.

Children experience a sense of achievement. There were craft activities ongoing and we saw staff include and encourage all children to join in. Children were offered opportunities to use scissors under supervision and to design appropriate junk models and rockets for Bonfire Night. All were completed and taken home by the children at the end of the session.

Children are active, positively occupied and stimulated. Throughout the session the children were kept busy, mainly in activities of their choosing. Children played happily alone, in small groups or as part of a larger group, where they were telling the story of the 'Gruffalo' with the use of hand puppets. This reinforced the story and provided an opportunity for discussion (recall) and language development.

Children are encouraged to gain independence and self-help skills. During snack and at lunchtime the children were seen to be encouraged by staff to pour their own drinks, and to get things out of their sandwich boxes. They stacked bowls and cups after snack, taking on responsibility and working as a team.

Children are encouraged to manage their behaviour in a positive manner with strategies in place to support this. Twice during the session children were rewarded for their behaviour by staff giving out stickers. The children responded well to this and also to the 'Star of the Week' initiative which rewarded children for their efforts throughout the week. Staff were consistent in their management of the children so that they understood the boundaries and staff expectations.

Quality of Staffing

Overall we found that children were cared for by an experienced and qualified staff team. The PiC was confident and made sound decisions and the working relationship between her and the assistant was very good. Checks through the Disclosure and Barring Service were seen to be in date for the RP, PiC and assistant.

Children receive care which is based on up-to-date knowledge of child development and child care practices. Both the PiC and assistant held appropriate level three child care qualifications and both were undertaking training to level five. We viewed both staff files and saw evidence that staff updated their knowledge in the mandatory areas of First Aid, Safeguarding, Food Safety and Behaviour Management. This meant that care given was based around current practice and staff were up-to-date with changes in practice.

Children are encouraged to develop new skills and take appropriate risks. Staff undertook planning around themes and topics and we saw termly plans displayed in the room. Within this planning there were opportunities for children to practice and consolidate new skills such as pencil and scissor control. When playing outdoors the children were encouraged to take part in throwing games, aiming at targets to improve co-ordination and accuracy.

Children receive timely care and support. Play was child led and staff encouraged to choose activities they wished to undertake. However, when children hung back or looked unsure staff were quickly on hand to explain, encourage and support children to try different activities.

Care giving is relaxed. Staff created a homely, relaxed and happy atmosphere and we saw that the children responded well to this. Staff managed the children with good humour and without raised voices or conflict. The children responded well to this approach particularly at 'tidy up time' and wanted to help and please staff.

Children's self esteem is promoted. This is because there was a positive approach used to managing behaviour involving praise and encouragement. Individual children were praised for their efforts whether it be making something, sharing or helping to tidy up. The whole group was recognised for good sitting and lining up and rewards were made through stickers being given out to the group.

Quality of Leadership and Management

Overall we found that the club was well managed on a day-to-day basis with all daily records kept in order. The RP responsibilities around supervision of the PiC were not fully discharged and the RP was advised that she undertake regular, formal supervision meetings for which records are kept.

Parents have all the information they need to make an informed choice about using the service. We saw the latest Statement of Purpose for the group dated March 2015 and the group was operating to this at the time of inspection. There was extended information for parents by way of newsletters and the groups' policies and procedures.

Children have their needs and preferences identified and parents know how these will be met. The group was prepared to offer one to one assistance for children with additional learning needs once these had been assessed and identified. Staff worked together to observe and assess children's needs and were aware that some of the children present at inspection had language needs which they planned to meet. New starters were given time to settle with staff on hand to support and reassure them.

Children using the service are not formally actively involved in defining and measuring the quality of the service. The service had undertaken a review in March and in reporting had reflected the views of parents and staff but not children. We discussed this with the RP and PiC at inspection and recommended that staff canvas the views of the children and include these in future reports in order to meet the requirements of the regulations.

Parents can be confident the service is well run through good leadership and management. There had been a change of PiC and changes made by her had improved the experience for children. This was because clearer boundary setting and a consistent approach by staff meant that children knew what was expected of them and the consequences of unacceptable behaviour. A reward system was in place with 'Star of the Week' and helpful behaviour was seen to be rewarded throughout the session with praise and stickers given for specific actions.

Children are protected from harm and abuse. This is because the staff had undertaken recent training in Safeguarding (Child Protection) and in discussions with us at inspection demonstrated that they knew how to respond to a range of scenarios. Staff understood safeguarding processes and were familiar with the policy of the play club.

Children and parents benefit from an improving service. Children were seen to be calmer and more co-operative in their play and this meant that they could learn more readily as learning was not disrupted by unwanted behaviours. The atmosphere created by the PiC and assistant was one of a fun, happy place where children could safely express themselves.

Quality of The Environment

Overall we found that children were cared for in a suitable, child friendly environment. The room was bright, well heated and ventilated and maintained to a good standard. Children had easy access to toilets, the outdoor area and school hall.

Children have opportunities to experience different areas whilst having a familiar base room. The children had the opportunity to play outside in the playground nearest to their base room at the rear of the building, or in the school hall if the weather was too bad to go outside. They enjoyed the outdoor play session which gave opportunities for running around, playing with balls and chalking on the blackboards and yard floor.

Children find it easy to do things for themselves or with minimum support. This is due to the room layout which had been greatly improved to provide more floor space which made it easier to navigate the room. Toys and resources were stored at child height so that children could independently help themselves aiding choice and self reliance skills.

Children benefit from a good range of toys and equipment which promote their all-round development. Toys and resources were seen to be age appropriate, plentiful and kept in good order. Children had good access to the toys. Due to being part of a group of play clubs, resources could be rotated in order for children to have a wide range of toys to play with during the course of the year.

Children's safety is promoted within the play club and in the outside play area. We saw written risk assessments in place which had been reviewed in October 2015. Staff supervised the children as they moved around the school in groups when using the toilets or the outdoor play areas. We saw the groups' Public Liability Insurance certificate which was valid until April 2016. As the room is leased from the school, the local authority undertook gas safety and electrical (PAT) testing of equipment.

How we inspect and report on services

We conduct two types of inspection; baseline and focused. Both consider the experience of people using services.

- **Baseline inspections** assess whether the registration of a service is justified and whether the conditions of registration are appropriate. For most services, we carry out these inspections every three years. Exceptions are registered child minders, out of school care, sessional care, crèches and open access provision, which are every four years.

At these inspections we check whether the service has a clear, effective Statement of Purpose and whether the service delivers on the commitments set out in its Statement of Purpose. In assessing whether registration is justified inspectors check that the service can demonstrate a history of compliance with regulations.

- **Focused inspections** consider the experience of people using services and we will look at compliance with regulations when poor outcomes for people using services are identified. We carry out these inspections in between baseline inspections. Focused inspections will always consider the quality of life of people using services and may look at other areas.

Baseline and focused inspections may be scheduled or carried out in response to concerns.

Inspectors use a variety of methods to gather information during inspections. These may include;

- Talking with people who use services and their representatives
- Talking to staff and the manager
- Looking at documentation
- Observation of staff interactions with people and of the environment
- Comments made within questionnaires returned from people who use services, staff and health and social care professionals

We inspect and report our findings under 'Quality Themes'. Those relevant to each type of service are referred to within our inspection reports.

Further information about what we do can be found in our leaflet 'Improving Care and Social Services in Wales'. You can download this from our website, [Improving Care and Social Services in Wales](#) or ask us to send you a copy by telephoning your local CSSIW regional office.