



# Childcare Inspection Report on

**Playworks St Helens**

**St. Helen's Roman Catholic Primary School  
Lansbury Park  
Caerphilly  
CF83 1QH**



**Date Inspection Completed**

10/07/2019

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<b>Ratings</b>	<b>What the ratings mean</b>
<b>Excellent</b>	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
<b>Good</b>	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
<b>Adequate</b>	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
<b>Poor</b>	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

## Description of the service

Playworks St Helens operates from a demountable building within the grounds of St Helens Roman Catholic School on the outskirts of Caerphilly. It has been registered since August 2018 to provide care for a maximum of 19 children between the ages of three and 11 years. The service provides care solely for children attending the school, during term times. Wraparound care is provided Monday to Friday, 11.30am to 3.30pm and after school care is provided Monday to Friday, 3.30pm to 5.50pm. The two Responsible Individuals (RI's), Sarah Gardner and Kylie Davies have overall responsibility for the club on behalf of Playworks Childcare Ltd. Two Persons in Charge (PiC) have been appointed to run the club on a daily basis. The main operating language of the service is English with use of incidental Welsh.

## Summary

Theme	Rating
<a href="#"><u>Well-being</u></a>	Excellent
<a href="#"><u>Care and Development</u></a>	Excellent
<a href="#"><u>Environment</u></a>	Good
<a href="#"><u>Leadership and Management</u></a>	Good

### 1. Overall assessment

Playworks St Helens is a very well run service. Children are happy, settled and fully engaged. They have formed good bonds with staff and have opportunities to take part in a wide range of interesting and stimulating activities. Staff have clearly defined roles and responsibilities. They are well qualified and enthusiastic. The environment is clean and offers plenty of space for the number of children cared for. Resources are plentiful and provide children with very good variety and choice. The service benefits from strong leadership. Paperwork is well organised and detailed. The service consistently meets the requirements of the Child Minding and Day Care (Wales) Regulations 2010 and National Minimum Standards (NMS) and often exceeds them.

### 2. Improvements

This was the first inspection since registration.

### 3. Requirements and recommendations

There were no areas of non compliance identified during this inspection. Good practice recommendations mostly in relation to the environment are referred to in the body of the report and summarised at the end.

# 1. Well-being

**Excellent**

## Summary

Children are happy and settled at the service. They have formed very good relationships with staff and peers. There are excellent systems in place to ensure that children's views are taken into consideration and there are plenty of opportunities for children to make decisions and lead their own play.

## Our findings

Children at the service have a strong voice. Children were very confident to approach staff because they knew they would be listened to. There were lots of opportunities for children to follow their interests and they made appropriate decisions because they knew what was available to them. We saw that the service has a child participation policy and regular meetings are held with children to gather their ideas for activities and resources. Older children, supported by staff, take responsibility for keeping minutes of the meetings. Children's ideas are acted upon. For example, we saw displays which incorporated children's ideas, suggested in the meetings and all children had chosen food for the end of term party. Children's questionnaires are sent out regularly and the feedback gained is used as part of the self evaluation process.

Children feel safe, happy and know that they are valued. We observed children to be relaxed and comfortable. They have formed positive attachments to the staff and this helps to develop a sense of security. Children's work is celebrated and displayed in the play rooms. Children attending the wraparound service have individual scrap books containing records of activities. We saw samples of their art and craftwork and photographs of activities such as decorating biscuits and making soup. Children enjoy their time at the service. They were enthusiastic and told us about activities they enjoyed taking part in. Children told us they particularly enjoy playing outside and taking part in the sports activities. We observed children playing outside and their enjoyment was evident through the smiles and laughter.

Children interact very well with staff and peers. They understand the rules and expectations of behaviour because these are clearly communicated to them. Children respond positively to request from staff. For example, when asked to tidy up, children of all ages joined in and did so quickly and sensibly. During snack and meal times, children are sociable and interact very well. We heard older children, attending the after school club, discussing their favourite foods and taking part in a 'food challenge' game they had made up. They explained that they would all eat the same food at the same time. When a member of staff asked them what would happen if someone didn't like the food, they discussed the problem and came up with a solution.

Children have excellent opportunities to develop independence and self-help skills. They are able to access the toilet independently and many resources are stored at low level, allowing children to direct their own play. Snacks are served as a buffet, allowing children to serve themselves and make choices about what they want to eat and drink. We observed children pouring drinks and using utensils such as tongs and spoons to serve their own foods.

## **2. Care and Development**

**Excellent**

### **Summary**

Staff are caring and responsive to individual needs. They are well qualified and enthusiastic about their roles. Interactions are well managed and there are consistent expectations of behaviour. Staff are very confident with systems and procedures for keeping children safe and healthy and safeguarding is given high priority.

### **Our findings**

Staff are conscientious in their duty to keep children safe and healthy. There are robust systems in place to ensure that accidents and incidents are appropriately recorded. Records we saw were of the expected nature for the age range of the children and did not raise any concerns. We spoke to staff who were very confident about safeguarding procedures and we saw that all required training such as food hygiene, paediatric first aid and safeguarding are up to date. Staff have also had training on 'Prevent' which is a government initiative to support child care providers to recognise signs of extremism and radicalisation. We saw that the snack was healthy and included fresh fruit and vegetables, milk and water.

Staff manage interactions very effectively. There is a behaviour policy in place and staff work in line with this. There are consistent expectations of behaviour which are regularly reinforced. Behaviour at the service is reviewed during children's meetings, allowing children to take responsibility for their own behaviour. On the day of the inspection behaviour was very good but when reminders were needed they were done calmly and quietly. For example, reminding children of the risk of running indoors because they might trip and hurt themselves. Children responded very well to staff because they knew the routines. We heard staff giving the younger children a warning that it was nearly time to tidy up. They were told that when the big hand on the clock was on the six it was time to start tidying. This allowed children to finish what they were doing without being rushed.

Staff are caring and have a good understanding of children's individual needs. Key information such as medical needs and food allergies is gathered before children attend the service and this information is used to ensure that individual needs are met. We noted that the service has use of two rooms which enables them to cater for the age range of the children. Resources in each room were seen to be appropriate for the age of the children and showed good progression. Children with specific medical conditions are very well supported. Individual support plans have been produced. Staff were knowledgeable about their individual needs and understood how to support them whilst encouraging independence and allowing them to follow their interests.

### **3. Environment**

**Good**

#### **Summary**

Children are cared for in a safe and secure environment. The rooms are clean, well maintained and arranged in such a way that children are able to move freely and access resources independently. Whilst there are some limitations due to resources in the one room having to be packed away each evening, staff are committed to making best use of the space available and were responsive to recommendations. Resources are of good quality and allow children variety and choice.

#### **Our findings**

Leaders have robust systems in place to ensure that the environment is safe. Entrance is gained through a secure door and visitors are required to sign in. Indoor and outdoor play areas were seen to be secure and free from hazards. We saw that all safety testing such as periodic electrical tests was up to date. There are detailed risk assessments in place and these ensure that risks to the safety of children are identified and where possible eliminated. We saw that risk assessments are regularly reviewed and where action was needed, records showed that this had been taken. Fire evacuation procedures and reverse evacuations are practised termly, ensuring that all children know what to do in the event of an emergency. Detailed records are kept. Registers are kept of children's attendance and these accurately record the time of arrival and departure. Staff supervise children in an unobtrusive manner, allowing them to take appropriate risks, and intervene if necessary.

The environment is suitable and provides plenty of space for the number of children cared for. Playrooms are warm and welcoming with bright displays of children's work. The building is well maintained and decorated and facilities were seen to be clean and tidy. Both indoor playrooms and outdoors provide space for children to be physically active and have quiet, relaxing time. Children have access to the extensive school grounds which are very well utilised. We saw children playing structured games and having free time to run and use the sports equipment. Children attending the after school club have use of a room that is also used by the school during the day. This means that resources must be packed away at the end of each session. Whilst children are able to access resources in the other room independently, consideration should be given to how the room can be arranged to provide children with more specific areas. For example, a cosy corner for relaxation and reading. We also noted that equipment for coffee mornings, such as teapots and teacups were stored on a shelving unit. Children were aware of the rules and did not play near it. However, we discussed the possibility of relocating the equipment as it could pose a risk. The PiC agreed to look into alternative storage.



Leaders ensure that resources are of good quality and suitable for the age of the children. There are very good systems in place for gathering children's ideas for new resources and this ensures that all children have access to activities that interest them. Resources were seen to be clean and well maintained. There were plenty of resources available for children to have variety and choice. For example, art and craft resources were plentiful and regularly replenished. Furniture was of a suitable size and design for the age of the children and we saw that there was a good range of resources to promote Welsh and cultural diversity.

## **4. Leadership and Management**

**Good**

### **Summary**

Leadership and management is strong. There are robust recruitment procedures in place and staff are well managed and supported. The service has been operating for less than a year so a quality of care report has not yet been produced. However, there are good systems in place for gathering views of children, parents and staff. Leaders have a clear vision for the on-going improvement of the service which is shared with staff.

### **Our findings**

Leaders ensure that the service complies with the Child Minding and Day Care (Wales) Regulations 2010 and National Minimum Standards and in many instances exceeds them. The two RP's / PiC's have a shared vision for the service which they share with staff. Paperwork and record keeping is well organised and easily accessible. There is a detailed Statement of Purpose and operational plan that accurately reflects the service and what it offers. This allows parents to make an informed decision about the suitability of the service for their children. Policies and procedures are detailed and implemented consistently. These are reviewed regularly and staff are required to familiarise themselves with all key policies. There is a clear safeguarding policy and leaders ensure that safeguarding is at the heart of the service. There are high expectations for staff and children and all are challenged and supported to do their best.

There are effective systems in place for the self evaluation of the service. Leaders have a clear vision that is shared with staff. We heard staff discussing ideas for activities and making suggestions about additional resources. We were told by the PiC and staff that they work very closely and all contribute to planning and evaluating all aspects of the service. A quality of care report has not been produced as the service has been operating for less than a year. However, feedback has been gathered from children, parents and staff through questionnaires to inform the self evaluation process and we were told that the PiC has collated the information in preparation for writing the report.

Management of staff and resources is effective. The recruitment process is robust and staff receive a formal induction when they begin work at the setting. Staff files were seen to be very well organised and held all required documentation. Staff have clear roles and responsibilities and work well together. All staff told us that they thoroughly enjoyed working at the service and felt very well supported. Staff supervision meetings take place every six to eight weeks and all staff have an annual appraisal. Appropriate targets are set during staff supervision, ensuring that all staff are well supported and challenged. Records demonstrated that staff had met targets such as completing training that had been requested.

Information is shared with staff during termly formal staff meetings. Detailed minutes are kept and these record any actions required and by whom.

Effective partnerships have been developed with parents and the school. Parents told us; *'It's a great service, 'My children come every day. It's been a godsend', 'Staff are great and pass on any information', 'Any problems with behaviour they take me to one side' and 'I would recommend it'*. The PiC told us that they have a very good relationship with school staff. They are very supportive of the service and have included them in some school events.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

- Consider the storage of resources in the after school club to allow children to have independent access and
- ensure that breakable items are stored securely.

## 6. How we undertook this inspection

One inspector undertook an unannounced inspection as part of our normal schedule of inspections. Approximately six 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's / PiC's and staff;
- conversation with several children and discussion with several parents;
- visual inspection of both inside and outside play areas;
- consideration of information held by CIW and
- sight of a range of policies and procedures including information held in staff personnel files.

Feedback was provided to the PiC at the end of the inspection. Feedback was provided to the RI via telephone.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Sarah Gardner Kylie Davies
Person in charge	Sarah Meredith Tessa Gully
Registered maximum number of places	19
Age range of children	3 – 11 years
Opening hours	Monday to Friday 11.30am – 3.30pm (Wraparound) 3.30pm – 5.50pm (After School Club) Term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	Post registration inspection
Dates of this inspection visit	10 July 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 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	

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