



Childcare Inspection Report on

Playworks Libanus

**Libanus Primary School
Libanus Road
Blackwood
NP12 1EH**



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Description of the service

Playworks Libanus offers out of school care for children up to the age of 11 years attending Libanus Primary School. The service has been registered since July 2014 to provide care for a maximum of 30 children. The service operates from a demountable building within the school grounds, Monday to Friday between 3.30pm to 6.00pm during school term times. The provider is Playworks Childcare Ltd. There are two nominated Responsible Individuals (RI), Katie Morgan Nash and Katherine Watkins. A Person in Charge (PiC) has been appointed to run the service on a day to day basis. The main operating language of the service is English with some use of incidental Welsh.

Summary of our findings

1. Overall assessment

Playworks Libanus is a good service. Children are happy, settled and benefit from a good range of activities. Staff are suitably qualified and have good relationships with children they care for. Activities are planned appropriately and take into account the needs and preferences of the children. The environment is clean, welcoming and offers a safe place for children to play but there is a need for additional resources for the outdoor play area and some furniture is in need of repair. Overall, paperwork is well organised and of good quality but systems to monitor accidents and challenging behaviour could be introduced. Leadership is effective and ensures that the service meets the requirements of the Child Minding and Day Care Regulations (Wales) and the National Minimum Standards.

2. Improvements

Recommendations from the previous inspection have been implemented:

- Children are able to express themselves freely during adult led art activities;
- one full time PiC has been appointed to take responsibility for the day to day management of the club in order to provide continuity of leadership;
- positive behaviour management strategies are consistently implemented;
- weekly activity plans are displayed on a notice board for parents, and
- a Complaints Policy for children over the age of eight has been developed.

3. Requirements and recommendations

There were no areas of non-compliance identified during this inspection.

Recommendations relating to the environment, resources and some elements of record keeping are referred to in the report and summarised at the end.

1. Well-being

Summary

Children are happy and enjoy their time at the service. There is a strong emphasis on children's voice and they are regularly asked for their input and opinions. Children benefit from opportunities to develop independence and follow their interests. Their achievements are valued and celebrated and there is a strong sense of belonging to the club. Children have formed good relationships with staff and their peers.

Our findings

1.1 To what extent do children have a voice?

The service places a strong emphasis upon children's voice. We saw that children are regularly consulted on their views and are able to make suggestions about activities they would like to take part in. There are termly 'child participation' meetings when children are consulted on club issues such as activity planning, behaviour and displays. They are encouraged to put their ideas forward and the children vote for their favourite suggestions. We saw records of meetings that have taken place and we saw evidence that their ideas had been listened to such as wall displays that had been suggested by the children. This shows children that their opinions are valued. We saw that there is a Complaints Policy for children over the age of eight years and there is a club suggestion box where children can raise any issues.

There are good systems in place for gathering children's views and this ensures that they have a strong voice.

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

Children are familiar with club routines and practices and this helps them to feel safe, secure and valued. We saw that children knew what to expect when they attend the club and settled quickly into the routines. They moved happily between activities and transition between snack and activity/play time was smooth. We observed staff greeting children warmly when they arrived and the children responded with lots of smiles and chatting. We noted that children's work was displayed and their achievements and they had individual scrap books of photographs and activities that they had completed at the club in order to celebrate their achievements.

Clear routines and practices help children to feel happy and valued at the club.

1.3 How well do children interact?

Interactions at the service are good. We saw that children interacted well with staff and their peers. They were confident to approach staff to ask for help or just to chat. For example, one group of children excitedly approached a member of staff with a gift they had made her. They were very proud of their achievements and were thrilled by

the response and praise they received. We observed children playing happily together in groups. Older children supported younger children with activities, such as putting hair bobbles in and art and craft. Snack time was a sociable occasion with children sitting around tables chatting happily about their day in school. Club rules, written by the children, were displayed and this helped them to understand the expectations and manage their own behaviour. We heard children explaining why they had been asked to do certain things. For example, when they were asked to stand in a certain place in the yard, we heard children explaining to another child that it was because a car was coming through the yard and they had to move out of the way.

Children interact well and are learning to take responsibility for their own behaviour.

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

Children enjoy their time at the club. They were busy and purposefully engaged in a broad range of free choice activities and planned adult-led activities. We observed two younger children spend a prolonged period at the art table, talking about their pictures and complimenting each other on what they had drawn. Children were able to access resources independently, allowing them to follow their own interests. On the second day of our visit we saw that children were excited about the school leavers' celebrations taking place on the school yard. When they asked if they could watch, staff took them outside in order for them to have a better view. This demonstrates that children are able to direct their own play and staff respect their choices. .

Children are able to choose from a good range of activities to suit their interest and therefore enjoy their time at the club.

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

Children are provided with regular opportunities to develop and become independent. During snack time we saw that children were able to help themselves to the food and pour their own drinks. Older children supported the younger children in pouring their drinks if they needed help but allowed them to try themselves first. Toilets were easily accessible and we noted that children used them independently and knew the routines of hand washing. We saw photographic evidence, in children's scrap books, of activities that support their all round development such as different cultural celebrations and cooking. Children were able to choose from a good range of resources and understood the need to tidy away after themselves.

Children have good opportunities which support their learning and they are developing good levels of independence.

2. Care and Development

Summary

Staff are suitably qualified and experienced and ensure safeguarding has a high priority within the service. They know the children well and value their relationships with them. Meetings have taken place with some parents in order to gain information about meeting individual needs, although more formal systems to monitor challenging behaviour could be introduced. Staff have a good understanding of how to keep children safe and healthy and consistently work in line with key policies and procedures.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have a good understanding of how to keep children safe and healthy. Conversations with staff demonstrated that they had a good awareness of safeguarding procedures, although they had not had any concerns to date. All staff had undertaken 'Prevent' training, which is a government initiative to help recognise signs of extremism and radicalisation, and the safeguarding policy had been updated to reflect this. We saw that children were served a healthy snack which included fruit, vegetables, milk and water. On the day of our visit we saw that children were enjoying a selection of party food, alongside the healthy option, as a treat to celebrate the end of the school year. Tables were cleaned before and after eating and we noted that hand washing routines were embedded. Staff training in food hygiene was seen to be up to date. The play areas were seen to be clean and free from hazards. Risk assessments were detailed and covered all areas used by children. Accidents and incident records were seen to be of the expected nature for the age range of the children. We discussed with the PiC and RI the possibility of monitoring accident records to look for any trends and patterns. They told us that this was something they plan to do when the club resumes in September. Fire evacuation procedures are practiced termly and fire alarms and safety equipment are regularly tested.

There are robust systems and procedures in place to ensure that children are kept safe and healthy.

2.2 How well do practitioners manage interactions?

Staff are confident in their approach to managing interactions. They are good role models and treat each other and children with respect. Staff talk warmly about the children, know their needs well and value the relationships they have established with them. We saw that the Behaviour Management Policy had been shared with staff and this was consistently implemented. We discussed with the PiC and RI the possibility of introducing behaviour plans for some children with more challenging behaviour and they agreed that this is something they would consider. We noted that children have opportunities to discuss behaviour at the club during 'child participation' meetings and this helps them to understand the expectations. On the day of our visit behaviour was

good and when reminders were needed they were done in a calm and positive manner. For example, we heard phrases such as *“Put that back please”* and *“No thank you, we don’t do that”*. We heard staff give lots of praise for positive behaviour and sharing and the children responded well to the compliments.

Staff manage interactions well and this leads to a relaxed and happy atmosphere at the service.

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

Staff provide children with a good range of opportunities to promote their play and meet their individual needs. We saw that activity plans are produced and take into account ideas put forward by the children. These include a suitable balance of adult led and free choice activities. There was suitable space for children to relax with a sofa, cushions, books and electronic games. We heard lots of lovely conversations between staff and children. Good use was made of opportunities for language development in English and we heard some use of incidental Welsh during registration time. However this is something that could be developed and we discussed this with the PiC and RI. Conversations with staff demonstrated that they know the children very well and are able to discuss individual needs. We noted that meetings had taken place between staff and some parents in order to agree strategies that would enable them to be consistent in meeting the needs of some children.

Overall, children’s individual needs are met by staff who know them well.

3. Environment

Summary

The environment is safe and secure and overall, safety records are well maintained. It is bright, stimulating and provides suitable space and facilities for the number of children. There is a suitable range of resources which can be accessed independently by children in the play rooms. Welsh, multi-cultural and outdoor resources need to be developed in order for children to have sufficient variety and choice.

Our findings

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

Leaders ensure that the environment is sufficiently safe and secure. Doors to the building are locked and any visitors are required to sign in on arrival and have their identification checked. Appropriate risk assessments are in place and individual activities are also risk assessed to ensure play areas and resources are, as far as possible, free from hazards. We noted that gas and electrical safety testing had been carried out and fire safety equipment routinely checked, although records of these were held by the school. We informed the PiC and RI that they must retain copies of the certificates and these were obtained and forwarded to us immediately after the inspection. We saw records of fire evacuation and reverse evacuation procedures which take place termly. We discussed with the PiC and RI the need to include the names of children present during evacuation drills in order to ensure that all children have the opportunity to practice them. They agreed that this would be done from September.

Leaders ensure that practices and procedures for keeping the environment safe are consistently implemented but the fire log could be extended.

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

The environment is suitable for the age and number of children attending the club. The club has exclusive use of one room within a demountable building that is bright and welcoming. An additional room, which is used predominantly for snack time, is shared with another service, operating at different times of the day. There are suitable toilet and hand washing facilities which are accessed independently by children. Children's work is displayed around the room along with the club's rules and a birthday celebration board. This helps children to develop a sense of pride in their achievements and belonging to the club. Resources are stored at low level, allowing children to access them independently. Overall, these were seen to be of good quality and suitable for the age range of the children. Furniture was of a suitable size and design to allow children to sit comfortably to complete activities, although we discussed with the PiC and RI that the sofa was very worn and damaged in places. They told us that it did not belong to the club but that they would look in to alternative

options. There is sufficient space for children to move around freely and there is direct access to the outside play space. We noted that during our visit staff were deployed in a way that allowed children to choose if they wanted to play inside or outside.

Leaders ensure that the environment allows children to move around freely and follow their interest.

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

Leaders ensure that resources are of suitable quality and quantity for children to use. We saw that there were resources to appeal to the interests of all ages of children attending the club. These included dolls, soft toys, books, electronic games, board games and art and craft materials. We noted that there were limited multicultural and Welsh resources and this was discussed with the PiC and RI. We also discussed the possibility of introducing more natural resources. We were told that they often use recyclable materials for junk modelling but these were not currently on display in the playroom. Resources we saw were well maintained and sufficient in quantity for children to have choice and variety. The PiC told us that they have cleaning schedules in place to ensure that resources are cleaned regularly. Every term staff take home soft toys and dressing up clothes to be washed. We noted that there were limited resources available to children for use outside. The PiC told us that they had recently placed an order for additional outdoor equipment and this would be available in September when the service resumed.

Resources are regularly monitored and replenished to ensure that they are of suitable quality and quantity but more Welsh and multicultural resources and outdoor toys are needed.

4. Leadership and Management

Summary

Leadership of the service is effective. Both the PiC and RI are relatively new to the roles but have a shared vision for the service and are committed to the on-going improvement of the club. Staff recruitment procedures are robust ensuring that all staff are well qualified and suitable to work with children. There are systems in place for self evaluation and gathering stakeholder feedback.

Our findings

4.1 How effective is leadership?

Leaders are effective and ensure that the service complies with The Child Minding and Day Care (Wales) Regulations 2010 and national minimum standards. We saw that the club has a clear statement of purpose that outlines what is provided and allows parents to make an informed choice about it's suitability for their child. Most paperwork was of good quality and well organised. Policies were seen to be detailed, consistently implemented and reviewed annually. Whilst the leadership team for this club is relatively new, 'Playworks' is an established company and systems and procedures are fully embedded. The service has a clear Complaints Policy, including a complaints procedure for children over the age of eight. We were told that there have been no formal complaints received. Children's records were complete and contained all of the necessary permissions.

The club benefits from a committed leadership team to ensure it runs smoothly on a day to day basis.

4.2 How effective is self evaluation and planning for improvement?

Self evaluation and planning for improvement are effective. We saw that there are clear systems in place for gathering the views of people who use the club. Questionnaires are sent out to parents, children and staff on a regular basis and their views are included in the self evaluation document. Comments we saw were positive. The leadership team have clear ideas for the improvement of the club and are committed to implementing the action plan for improvement. The Self Assessment of Service Statement (SASS), which is a requirement of CIW has been submitted and this provides accurate information about the service. The RI regularly attends the service and carries out termly observations. Written feedback is given to staff and this outlines areas of strength and for improvement. The RI, PiC and staff team were fully engaged with the inspection process and were open and responsive to the recommendations made.

Self evaluation highlights the strengths of the service and allows leaders to identify areas for development appropriately.

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

There are effective systems in place for the management of staff. We saw that the recruitment procedure was robust and staff files contained all of the required information to confirm their suitability. There is a clear induction process for new staff and all policies are shared. These are revisited by staff annually, when they are reviewed. Disclosure and Barring Service (DBS) checks are carried out in a timely manner and there are clear systems in place for staff supervision and appraisal. Staff's certificates showed that all required training, such as safeguarding, paediatric first aid and food hygiene were up to date. We were told by staff that they were able to identify additional training needs and these were supported by leaders where possible. We noted that one member of staff had requested additional training in Welsh and this had been facilitated. Staff meetings are held regularly and minutes are kept, ensuring that all staff are kept well informed about issues relating to the service. Staff we spoke to told us that they felt well supported by the management team and felt confident to approach managers with any concerns.

Staff are well managed and supported by leaders.

4.4 How effective are partnerships?

The service has developed some effective partnerships. We saw that parents are regularly consulted about their views of the service and feedback we saw was positive. There is a parent's notice board in the entrance hallway and this includes information about the club including staff photographs, activity planning and snack menus. Parents collecting their children were greeted warmly and we heard that staff shared information about their children. When necessary, staff work with parents to discuss individual strategies such as behaviour management and this ensures consistency for the children involved. We were told by the PiC and RI that the club has a good relationship with the school.

Partnerships with parents are established and appropriate information is shared.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Develop the range of natural, multicultural, Welsh and outdoor resources;
- consider introducing behaviour plans for children with more challenging behaviour;
- monitor accident records;
- record the names of children present during fire evacuation drills and
- develop the use of incidental Welsh.

6. How we undertook this inspection

One inspector undertook an unannounced inspection visit 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 CIW and
- sight of a range of policies and procedures, records and documents, including 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	Abigail Howells
Registered maximum number of places	30
Age range of children	3 years – 11 years
Opening hours	Monday – Friday 3.00pm – 6.00pm Term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	19 February 2015
Dates of this inspection visit(s)	19 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	