



Inspection Report

Trecenydd Playscheme

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



Date Inspection Completed

09/08/2023

About Trecenydd Playscheme

Type of care provided	Childrens Day Care Out of School Care
Registered Provider	Penyrheol Trecenydd Energlyn Community Council
Registered places	50
Language of the service	English
Previous Care Inspectorate Wales inspection	10 October 2017
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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<u>Well-being</u>	Good
<u>Care and Development</u>	Adequate
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

For further information on ratings, please see the end of this report

Summary

Children are happy, settled and have lots of fun at the setting. They make choices about how they spend their time, and follow their own interests. They develop warm relationships with staff and their peers and interact positively with them. Children's independence skills are encouraged.

Staff keep children safe and implement policies and procedures adequately. Their interactions with children are warm and they effectively support the children's needs. Staff plan for activities which are mostly led by the children's interests.

The environment is welcoming and well maintained. Risk assessments are in place to ensure any risks to children, staff and visitors are mitigated. A wide variety of toys, games and resources are on offer to the children.

Leadership and management of the service is good. There is a new person in charge at the setting who has begun to embed a positive ethos among staff. Policies and procedures are in place. Parents speak highly of the staff and are complimentary about the care their children receive.

Well-being

Good

Children's voice is strong at the setting. They told us that they had put rules in place for the club which were clearly displayed within the main hall. Children make choices about how they spend their time at the club. They are encouraged to voice their preferences and know what to expect at the setting. We saw children choosing between playing board games inside or going outside in the fresh air.

Children are happy, settled and valued at the setting. They show interest in the activities on offer. They concentrate for an appropriate amount of time when they are interested in the activity. For example, children sat for an extended period engaging in the visiting animal show. They showed enjoyment in learning facts about the rescued animals and petting the animals during the show and tell session. They are familiar with routines and are confident in exploring their environment independently. They know where to access resources they enjoy playing with. For example, we saw children choosing from a wide variety of toys and games available to them, stored and organised on a platform in the main hall.

Children respect each other and share. They manage their own behaviour and look after themselves and others. We saw children cooperate and share resources when playing games and when playing team games outdoors. Children enjoy their play. They benefit from a good variety of appropriate play resources, which they access independently. Children are able to play together and alone for sustained periods of time. We saw a group of children playing ball games together and some children relaxing, both for extended periods of time. Children told us what they enjoyed doing while at the club, *"I like doing lots of things here, my favourite is drawing so I can take the picture home for my mam."*

Children are very independent at the club. All children access the toilets independently, help themselves to resources and organise their lunches. They know they can ask staff for support, should they require it. Children use good manners. We heard them say *"please"* and *"thank you"* when supported by their friends and staff.

Care and Development

Adequate

Staff have some understanding of their roles and responsibilities to keep children safe and healthy. They receive safeguarding training. However, not all staff were confident in knowing where to refer safeguarding concerns they have. Policies and procedures are in place and updated regularly. However, the additional learning needs policy does not reflect the current additional learning needs legislation. Staff complete accident and incident forms correctly. However, not all the forms we saw were signed and dated by parents/carers. Overall, staff provide children with healthy snacks such as toast and fruit. However, children can buy sweets from a tuck shop every afternoon. We saw children buying large quantities of sweets, with staff serving them and not limiting the amount of sweet treats they could purchase. Fire drill practices are conducted regularly. This ensures staff and children know what to do in an emergency, should an evacuation be needed.

Staff work well together to support and promote children's social behaviour, being mindful of their age and stage of development. They are positive role models for children in their care, treating each other and children with respect and kindness. Staff show interest in children's play and are happy to play with children to support their learning and development. Staff are warm in their interactions with children. We heard limited use of the Welsh language.

Staff plan weekly activities for children. They consider children's likes and dislikes and act on children's recommendations of activities they have enjoyed previously. These include weekly trips to the local farm, the local gym and to the cinema along with visits to the club such as animal encounters and a party day.

Environment

Good

The playscheme is located within a primary school building. They have access to the main hall, toilets, kitchen area and a large outdoor area. The environment is safe, secure, attractive and provides spacious accommodation for children's activities. Staff complete safety checks of the environment to identify and where possible eliminate any risks to children's safety. Visitors sign in on entry to the building. Children's attendance is recorded with times of arrival and departure noted. Leaders have effective risk assessments in place that identify and eliminate risks to children, staff, and visitor's safety.

The environment is welcoming and well-maintained. The main hall is well-resourced with resources such as board games, arts and crafts and space for children to relax. Outdoors children benefit from a large, open space. They have access to a selection of resources to develop their gross motor skills. For example, skateboards, hula hoops, bat and ball games, footballs and skipping ropes. They also have plenty of space outdoors to relax and have quiet time.

There is a good range of toys and resources that meet the needs and varying ages of the children who attend. Children access resources independently because they are stored on a low level, meaning children of all ages can access them independently. Furniture for children to sit on during the session is low and suitable for the children who attend.

Leadership and Management

Good

Leadership and management of the service is good. People who run the nursery are skilled and experienced and overall, manage the service to a good standard. The Person in Charge (PiC) is new to the service this year. They are experienced in childcare and have a clear vision for the future of the service. The statement of purpose provides parents with information about the service so they can make an informed decision about its suitability for their child. There are appropriate policies and procedures in place which are reviewed and updated regularly, and staff implement these appropriately.

Staff employed at the service are seasonal and only work at the club once a year, due to the opening arrangements of the service. However, staff do not receive induction into the role. This is important because of the length of time between them last being employed by the club. All relevant checks are made to ensure staff are suitable to work with children. There is a clear system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are up to date. There is a system in place to keep track of mandatory training. Staff spoke highly of the management team and told us that they are supportive.

The self-evaluation process is reflective and identifies areas of strengths as well as areas of improvements, by considering the views of staff, parents, and children. The quality of care report is completed annually. The setting has established trust and good communication links with parents. Parents we spoke with told us that staff are approachable, and they are happy with the service that is provided to their families. They told us that their children look forward to attending every year.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A
28 (2) (a) [ii] Sch2.11(l)	References had not been sought for many of the staff team	Achieved

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A
8	The person in charge does not have a DBS verified by Welsh Ministers	Achieved

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 4 - Meeting individual needs	Ensure the statement of purpose reflects wording used in the current Additional Learning Needs legislation.
Standard 5 - Records	Ensure all accident and incident forms are signed and dated by parents.
Standard 12 - Food and drink	Ensure snacks provided for children, or those that children can buy, are healthy and limit the amount of sugary snacks they have access to in line with Welsh Government's 'Food and Nutrition for Childcare Settings' guidance document.
Standard 20 - Child protection	Ensure all staff are familiar with the setting's safeguarding referral process, in particular when needing to make referrals to the local authority.
Standard 13 (Day Care) - Suitable Person	Ensure all staff receive induction training into the role and that this is formally recorded in their individual staff files.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Increase the use of incidental Welsh.

Ratings	What the ratings mean
Excellent	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.
Good	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.
Adequate	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.
Poor	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.

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