



Inspection Report

Gwynfi Childcare Club

**Pen Afan Primary School
Western Terrace Blaengwynfi
Port Talbot
SA13 3YE**



Date Inspection Completed

01/02/2022

Welsh Government © Crown copyright 2022.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Gwynfi Childcare Club

Type of care provided	Children's Day Care Full Day Care
Registered Person	Emma Baker
Registered places	19
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert 11 July 2017
Is this a Flying Start service?	Manual Insert Funded Flying Start spaces are available
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, however incidental Welsh is used and Welsh labelling on displays. We recommend that the service provider considers Welsh Government's ' <i>More Than Just Words follow on strategic guidance for Welsh language in social care</i> '.

Summary

Children have a good voice and express themselves well. They are happy and settled at the setting. Children interact positively and enjoy their time at the setting. Children develop independence skills adequately.

Care staff understand and implement policies and procedures to keep children sufficiently safe. They are qualified and are kind towards children, providing positive interactions to ensure they feel valued and happy. Care staff meet the needs of the children well.

People who run the setting ensure the environment is mostly safe, secure and well-maintained indoors. There is sufficient space and resources for children. They ensure children have a good range of quality age/stage appropriate furniture, toys and equipment.

People who run the setting manage the service satisfactorily and have some knowledge of their regulatory responsibilities; however, there are areas for improvement and priority action notices in relation to regulatory requirements. People who run the setting manage their teams satisfactorily day to day. Partnerships with parents are adequate. English is the main language used at the service; however, care staff use incidental Welsh effectively. We have made eight recommendations and these are listed at the back of the report.

Well-being

Children have a good voice. During free-play sessions, children happily choose to play with role-play resources as well as the sensory tray. Some children choose to play independently, for example, one child chose to explore the sensory tray containing plastic diggers and porridge oats. Children feel comfortable and express themselves well. One child stated clearly that they wanted to leave free play and take part in the focused task, "*Me, me, me.*" They also express clearly that they want staff to sit and read them a particular story.

Children are happy and settled at the setting. They feel at ease on their arrival and they separate happily from parents. Children arrive from school enthusiastically. Children show good self-esteem and smile when they receive praise from care staff for completing tasks. Young children form secure bonds with care staff. During free play, one child used the toy stethoscope, checking the staff member's chest and pretending to feed her medicine. Children sit closely to staff members whilst they sit on the floor playing.

Children interact positively. They play alongside others during free play acting roles of parents with babies and invite their friends to sit by them during an activity, "*You can sit here.*" Children form positive relationships with care staff. For example, handing them pretend cups of tea and telling them to be careful, as it's hot. Children enjoy involving care staff in their play.

Children are engaged in focused activities creating Chinese themed headbands and exploring the sensory tray as well as creating various pictures on the easel. They particularly enjoy their free-play sessions. Children play happily alongside each other as they access the dolls, pushchairs and accessories. Most children respond well to songs at home time using hands and arms to sign the songs. Children willingly take part in activities resulting in a reasonable feeling of achievement. For example, they smile and show their craft work proudly based on Chinese New Year theme, "*Look at mine.*"

Children experience age/developmentally appropriate opportunities that promote their independence skills and interests to some extent. Children do not help themselves to snack, pour their own drinks or tidy after finishing their snack. However, children independently help themselves to books and other resources during free play. Children take their coats and bags to the designated area upon arrival at the nursery. Some children access the toilet independently.

Care and Development

Care staff are developing an understanding and are working towards implementing policies and procedures to promote healthy lifestyles and physical activities. Care staff encourage children to wash their hands after toileting, and wash their hands after assisting them. Care staff wash and sanitise their hands effectively and wear personal protective equipment (PPE) to assist children during lunchtime and nappy changing. They encourage children to wash hands before eating. Care staff understand how to identify and manage risks in relation to infection prevention and control during nappy changing. Care staff understand children's individual needs. They are fully aware of children's intolerances, allergies and dietary preferences and there is a list of all dietary needs in the kitchen area. During snack time, care staff actively check these requirements before giving food to children. Care staff preparing food for children have current food hygiene certificates and prepare a varied snack menu. On the day of inspection, children had pancakes, prawn crackers, tangerine and water or milk to drink. Children with intolerances were offered an alternative. Children bring a packed lunch from home, however these are not stored appropriately. Care staff understand they have a responsibility to protect children. All care staff responded well to potential child protection and safeguarding scenarios. There are sufficient paediatric first aiders present at the setting at all times.

Care staff engage with children's interests and respond to their needs. They interact with enthusiasm during children's imaginative role-play situations. Care staff are good role models. They model personal safety during the sessions, telling children to sit tidily, *"Careful you don't fall from the chair."* Care staff encourage good manners asking children to say *'thank you'* during snack and lunchtime, and children respond positively. They encourage children to share and take turns during free play. Care staff do not actively promote children's independence during snack time. They hand everything to the children and also clear away their plates and cups following snack.

Care staff adequately plan for children's interests through thematic activities. They plan weekly activities; however these do not include information on which skills are being developed. The planning includes singing, crafts, building, role-play, stories and language activities, but does not actively include mathematical activities. Care staff promote language development through interactions, singing, repetition of words and role-play. They show some awareness of children's development. They record observations at times, however do not plan for children's next steps. They plan activities, which promote different cultures and diversity, including Welsh and Christian celebrations, such as, Chinese New Year, Diwali, Santes Dwynwen and the Christmas and Easter themes. Care staff do not provide the 'active offer' of the Welsh language, however they do encourage Welsh vocabulary and use Welsh labelling on some display boards.

Environment

People who run the setting have satisfactory measures in place to ensure that everyone is aware of their responsibilities in relation to the safety and welfare of children. They ensure that the environment is safe and secure. For example by locking doors and recording details of visitors. People who run the setting ensure it is visually clean, however there are no records of cleaning schedules. Care staff told us they clean resources regularly to minimise cross infection, however do not keep records evidencing this. People who run the setting keep a record of fire drills. The most recent fire drill being September 2021. Risk assessments are in place, however these have not been reviewed since 2020. The most recent risk assessment was dated November 2011. We did not see a specific risk assessment in place for Covid-19. Chemicals are stored out of children's reach and a first aid kit is readily available. The first aid kit needed replenishing as some items have expired and medication was stored in the kit.

The indoor premises is welcoming, and accessible. CIW requested copies of certificates evidencing that the premises is suitably maintained and regularly checked in relation to heating, fire and electrical maintenance, however we were not provided with these. People running the setting ensure there is good indoor play space for children to move freely. They ensure the environment meets the needs of children. The outdoor play area was out of use on the day of inspection as it is currently deemed unsuitable and not safe to access. People running the setting informed us that they have received funding and works have been arranged for later on in the month to transform the outdoor play area.

People running the setting ensure children have good range of quality age/stage appropriate furniture, toys and equipment indoors. Play resources promote children's curiosity about the wider society, promoting equality and raising cultural awareness. There are outdoor resources available such as plastic ride on toys, balls, target boards and chinks when children have the opportunity to go outside to play.

Leadership and Management

People who run the setting have a satisfactory and compliant statement of purpose that reflects current practice. They have some knowledge of their regulatory responsibilities. They have updated some of their policies to include changes during the Covid-19 pandemic but the contact details for Care Inspectorate Wales is incorrect. People who run the setting keep some records in relation to children's contracts and their preferences, however from the sample of files viewed, not all children had a contract in place. The setting has appropriate parental permission forms in place for example, emergency medical treatment, sun cream and outings, however this was not true for all children. The person in charge informed us following the visit that these are now in place in all files. Accident and incident forms are in place, however some are not signed by parents/carers.

Records show that people running the setting deploy care staff effectively to ensure staffing ratios are met. There is a daily record of the care staff present, however there is no record to evidence who is caring for children during staff breaks and no record of actual times that children are cared for by the relevant care staff. This was also raised during the previous inspection. We have issued a priority action (non-compliance) notice as this is ongoing and the provider must take immediate action to address this issue.

People who run the setting manage their teams satisfactorily day to day as care staff are aware of their roles and responsibilities. People running the setting ensure that there are sufficiently qualified staff to care for children. They do not prioritise staff meetings, training, or supervisions. However, staff told us they are happy with the support and the training opportunities they have had during the Covid-19 pandemic. People who run the setting do not carry out annual appraisals in a timely matter. This is an area of improvement and we expect them to take action to address this, and we will follow this up at the next inspection. People who run the setting undertake most recruitment checks as required, however they have not ensured that they have received the required documentation for care staff prior to their employment at the setting. This was also raised at the previous inspection. We have issued a priority action (non-compliance) notice as this is ongoing and the provider must take immediate action to address this issue.

People running the setting have not completed the SASS for the service and there is no quality of care review report available for the service.

People who run the setting ensure that communication and engagement systems with parents are satisfactory. They talk to parents about the children's daily needs. Parents told us that they are happy with the service provided, however feel further information on their child's development would be beneficial. All parents stated that they had not had an opportunity to share their views on the service provided. Parent feedback included, *"I'm pleased with the progress my child is doing. Overall, I'm pleased with everything. My child comes home singing nursery rhymes and I feel they're doing well"* as well as *"the provision is fantastic."*

Recommendations to meet with the National Minimum Standards

R1: Ensure planning of activities is skill specific and observations are purposeful

R2: Keep a schedule and record of cleaning

R3: Review and update risk assessments

R4: Ensure parents/carers sign accident records

R5: Store packed lunches correctly

R6: Share children's development with parents

R7: Update contact details for Care Inspectorate Wales in relevant policies

R8: Further promote children's independence

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
30	The registered person has not ensured that arrangements are made to record exact times that care staff look after relevant children.	New
28	Staff recruitment - staff files did not contain all the required information.	Not 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
29	The registered person has not recently completed regular staff supervisions or annual appraisals for care staff employed at the childcare setting.	New
16	The registered person has not gathered the views of staff, parents and children in order to collate a quality of care review report for the service.	New

Date Published 16/03/2022