



Inspection Report

Dragonflies Out of School Play care Limited

**Dragonflies Room
Lakeside Primary School
Ontario Way
Cyncoed
CF23 6HB**



Date Inspection Completed

20/07/2021

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About Dragonflies Out of School Play care Limited

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Dragonflies Out of School Play care Limited
Registered places	59
Language of the service	English
Previous Care Inspectorate Wales inspection	14 June 2017
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	The service does not provide the Active Offer of the Welsh language although uses a good level of incidental Welsh.

Summary

This is an inspection undertaken during the Covid19 pandemic. We have therefore focused on the priority areas for this setting and not the full quality framework.

The service is child centred with a strong emphasis upon children directing their own play and learning. Children settle well and are happy. They have opportunities to become independent and develop their skills through a range of quality experiences and play. Children form close bonds with staff and with other children, making them feel safe and secure.

Staff are professional, appropriately qualified and take their responsibilities seriously. They have a good understanding of how to keep children safe and healthy. Staff have implemented new policies and procedures in response to Covid19 well. They plan for a wide variety of activities which are interesting and stimulating and capture children's imagination. Staff keep effective records of children's progress and plan appropriate activities to meet children's needs.

The environment is clean, welcoming and well organised. Staff follow procedures to ensure the environment is safe and suitable, completing risk assessments and daily checks. A good variety of indoor and outdoor toys and resources promote children's all round development.

The leadership and management of the setting is strong. The managers listen to staff and involve them in making decisions. Staff feel well supported and enjoy their work. They receive good development opportunities to keep their skills and knowledge up to date. There are suitable policies, procedures and records in place. Parents are very complimentary, and speak highly of the staff and the care their children receive.

Well-being

Children are able to make choices and decisions and are listened to. They choose their activities freely and know they will receive help or support if they ask. They are familiar with the daily routines and know what to expect during the sessions. This provides certainty to their day and helps children settle easily. They are encouraged to voice their preferences and their opinions and receive support to participate and express themselves. Children feel confident and develop good self-esteem, showing satisfaction with the wide range of play and learning resources available to them.

Children are happy, safe and valued. They are beginning to develop friendships in line with their age and stage of development. They know they can approach staff for comfort and reassurance as needed. Children have clear bonds of affection with staff who know them well and provide consistent care. They are starting to share and are helpful, passing crayons to each other, working as a group, choosing stories and when outside during active play sessions. They are keen to show and talk about their activities and share information about their summer holidays with each other easily. Children have regular exercise and fresh air and value the time they spend out of doors. They have very good opportunities for imaginative play and enjoy sharing a range of role-play activities such as making food and drinks in the home corner. They look forward to playing outside in the fairy garden, the wigwam and ball games. Children are keen to perform and act on the newly constructed outdoor stage. Messy play activities with sand, paint and water provide children with opportunities to be creative and have fun.

Most children are developing independence skills appropriate to their age and ability. They wash their hands as needed and understand the routine of tidying when activities change and before they leave for the day. They find their belongings, put on their coats when going home, and enjoy the sense of achievement from completing these tasks. Children in the wraparound service understand they are preparing for full time school and understand the need to comply with the rules for socially acceptable behaviour.

The Welsh language is used consistently during sessions. Children choose Welsh storybooks, sing Welsh songs during circle time and hear basic Welsh regularly throughout the day.

Care and Development

Staff are effective in keeping children safe and healthy. The ratio of staff to children is higher than required by National Minimum Standards. There are rigorous safeguarding procedures, which promote the welfare of children. Staff understand their responsibility to be vigilant and are clear about the processes to follow to deal with any concerns. Staff receive regular safeguarding training and keep up to date with all relevant information. Regular fire drill practices ensure staff and children are aware of how to leave the building safely. Fire drills are recorded appropriately. Staff record in detail all accidents and incidents which are evaluated by the persons in charge and are signed by parents. Staff attend first aid training as required and are confident to deal with minor injuries. All information relating to children's allergies is shared and regularly updated and children are carefully monitored. Drinking water is available at all times.

Staff interact in a kind and caring manner with the children. They are consistent in their approach and mindful of the age and stage of development of the children when managing behaviour. Children enjoy taking part in daily circle time where they know they can raise any issues which are of concern to them. A reward system is in place that recognises positive behaviour. The daily routines are arranged to ensure children spend their time engaged in interesting and stimulating activities which are satisfying to them. Staff use soft tones to distract children who are frustrated or upset and praise children for all their efforts, providing comfort when distressed. Staff act as positive role models and manage all interactions appropriately.

Staff support children's learning and development effectively. Key workers use a well-known and widely used system of assessment to track children's progress and plan activities to meet specific outcomes. All children have learning journey books which are a record of the time spent at the setting. These include photographs of activities and examples of children's work that demonstrate skills achieved. Staff promote active and outdoor play activities with all children. A sports coach is employed for out of school activities and children are enthusiastic about this part of the service. They enjoy a variety of games such as tennis, football and cricket and there is a different theme each week. The coach knows the children well and provides activities to suit all children such as yoga and stretching within the wraparound service. The sports day at the end of the summer appeals to all children.

Environment

People who run the service ensure the environment is safe. There is spacious accommodation for children's activities. Staff complete daily safety checks to identify and eliminate any risks to children's safety. Registers record the times children arrive and leave the premises. Staff monitor signing in and out of the service closely and ensure staff ratios are maintained at all times. There are rigorous risk assessments in place for all areas of the setting which include fire safety, Covid 19 and all children's activities. People who run the service keep records of all visitors to the setting although during the Covid 19 pandemic non-essential visitors do not enter the building. They ensure regular and routine maintenance checks for the building and appliances are carried out as needed by the school authorities.

The environment is clean, safe, and secure. Throughout the day, staff carry out sanitising and cleaning and a thorough deep clean at the end of the sessions. The space is welcoming and provides light and bright areas for children to explore. There is a wide range of good quality equipment available for the size of the groups of children. We saw that resources are appropriate for the stage of development of the children and promote curiosity and discovery. Children are able to access equipment easily, which supports their independence. People who run the service ensure children with additional learning needs receive appropriate support to access all areas and resources.

The outdoor areas are safe and easily accessed and used regularly throughout the sessions. An enclosed grassed area provides children with good opportunities for active play and extends their learning and development, stimulating children's imagination and creativity. Staff hold the daily circle time activity outside if the weather permits. Children highly value their time outside and show great pleasure and enthusiasm, moving around the well-equipped area with ease. The service uses the schoolyard when the school is closed.

Leadership and Management

People who run the service are skilled and experienced and manage the service effectively in line with the Regulations and National Minimum Standards. There is a clear statement of purpose in place, which provides an accurate picture of how the service runs, and this is updated to reflect any changes as needed. The responsible individual visits the setting regularly and provides good support to the persons in charge and the team to ensure children's needs are well considered at all times. The people who run the service have devised a daily compliance checklist to ensure all regulations and standards are taken into account.

People who run the setting work hard to provide a quality care provision to children and their families. The staff team are enthusiastic and motivated and enjoy their work. The individuals within the team complement each other and work together well. All necessary policies and procedures are in place, are updated regularly and contain the required information. Appropriate checks to ensure staff are suitable to work with children are in place before they take up their post. There are enough qualified and experienced staff to make sure children are well cared for at all times.

A strong culture of continuous professional development exists within the setting. The staff training and qualifications matrix shows all staff have completed safeguarding, first aid and food safety training as well as a range of additional learning. The quality of care review takes into account the views of parents and children. Managers are keen to continually improve the service with action plans outlining work planned. People who run the service take on board issues raised by parents and children and implement changes as far as possible. This includes a request for more hot food and additional resources.

Staff receive very good support from managers. They attend individual supervision sessions every six weeks with either of the persons in charge. They use these meetings to raise any concerns and to share information and good practice. The welfare of staff is a priority for managers and staff receive very good pastoral care, especially during the Covid 19 pandemic.

The service has strong partnerships with parents who value the service highly. They are pleased with the close and supportive relationships their children are forming with staff. The service uses a digital app to keep in touch with parents with photographs, information and newsletters regularly uploaded. There are also very good relationships with the school which is very accommodating of the setting.

Recommendations to meet with the National Minimum Standards

None

Areas for improvement and action at, or since, the previous inspection. Achieved

Ineffective risk management	Regulation 25 (c)
Working outside of SOP	Regulation 15 (2)
Incomplete registers	Regulation 30 (1) (a) Sch3.06

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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