



## Inspection Report

**Hendredenny Playclub**

**Hendredenny Park Primary School  
White Cross Lane  
Hendredenny Estate  
Caerphilly  
CF83 2BL**



**Date Inspection Completed**

08/08/2024

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## About Hendredenny Playclub

Type of care provided	Children's Day Care Full Day Care
Registered Person	Charlotte Harvey
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	6 August 2019
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.

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

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

## **Summary**

Children are happy and settled at the setting. They take part in a variety of interesting play experiences and activities and have fun playing with their friends. Children form close relationships with each other and staff, which leads to a strong sense of belonging.

Staff keep children safe and healthy. They manage interactions with children positively and are good role models. Staff promote children's play, learning and development. They provide a variety of activities in response to children's ideas and interests.

The setting is based within a primary school. People who run the setting ensure the premises are secure. They ensure risk assessments and daily checklists are in place. Children have access to equipment and a good selection of toys and materials that meet their play needs well.

The leadership and management of the setting is effective. The management team support staff in their roles and invest in the development of the staff. They make improvements where necessary to benefit the children in their care. Parents / carers are very complimentary about the setting and the care their children receive.

Children have a good voice and make their own decisions about how they spend their time at the setting. For example, they choose between the activities on offer in the main base room, the outside covered area or, at set times games in the hall. They are confident to talk to staff and express their play preferences. Children have input into the planning of the activities and as a result, children know their opinions are listened to.

Children are happy, settled, and comfortable at the setting. Most children cope well with separation from parents or carers, coming into the setting with smiles on their faces. They greet staff happily and chat to them easily as they arrive. Most children are familiar with the setting's routines as they attend regularly.

Many children interact well with each other. Younger children are beginning to develop important social skills such as taking turns and sharing with their friends. For example, children play well together and share dinosaurs and blocks. Children form good relationships with each other, building new friendships. They tell us they value the opportunity to make new friends outside of school. Many children play happily together or alongside each other. For instance, children work well together during a craft activity; older children help younger ones when they see they need help.

Children are happy and express their enjoyment and enthusiasm for the setting. They tell us that they enjoy playing outside, the craft activities and playing with children of different ages. Children also tell us they have regular opportunities to follow their own interests. For example, a group of older children work together designing and creating characters for an imaginary game. Children choose from a good range of activities and resources which are stimulating and interesting. Most children spend long periods engaged in the activities they choose.

Children are developing independence skills appropriate to their age and ability within the opportunities available. They access the toilet facilities freely and wash their hands independently. Children understand daily routines and many help tidy when activities finish, without being prompted. They take responsibility for their own belongings, such as their coats and bags, they hang these on arrival and collect them before going home.

## Care and Development

Good

Staff have a good understanding of their roles and responsibilities to keep children safe and to protect children. All staff we spoke with understand the steps they would need to take in the event of any concerns they may have about children. They are aware of their duty to report to the designated safeguarding officer. However, when asked about their individual responsibility to report, not all staff are able to answer confidently. Staff record children's accidents and incidents and ensure that they inform parents / carers of these and request a signature from parents / carers to acknowledge the record. During the inspection process the person in charge told us that the records for recording incidents involving two or more children is being updated. Staff promote healthy lifestyles by ensuring children have access to daily exercise. For example, children have opportunities to play outside as much as possible. During bad weather they use the covered areas for fresh air and arrange age-appropriate team games and activities in the hall.

Staff fully understand the behaviour management policy and use positive reinforcement. They offer praise and encouragement to children for good tidying and accomplishing their goals during play. Staff are good role models. They encourage good manners and remind children to say please and thank you during mealtimes. They ensure children understand what is happening. For example, they give children warning by letting them know when they will be going to the hall to play team games or for lunch. They create positive relationships with children in their care. As children play, staff show interest in their activities and discuss tasks in a calm and supportive manner. Interactions are warm, engaging and demonstrate sensitive understanding and kindness towards children.

Staff provide a range of play activities, suitable for the age and stage of development of the children. The ethos of the club is to provide a play-based environment where children can choose what they want to do and mostly how they want to spend their time. For example, photos seen show children creating mosaic patterns outdoors and tie dye craft. Staff respect children's preferences and support their independence. Most staff promote children's play by engaging with them during their chosen activities. However, staff do not promote children's use of the Welsh language by ensuring incidental Welsh is used daily. They plan good activities on a topic-based approach and incorporate the children's ideas into this planning. For instance, children decide on the Olympics as a theme and suggest ideas for activities which are granted. Staff keep records about children's individual needs and preferences. At collection time, they engage in daily conversations with parents / carers about their child's day and build positive relationships with families.

## Environment

Good

People who run the setting have systems and procedures in place to ensure the environment is safe. Parents / carers collect children from the main base room and a video bell is fitted to allow entry. People who run the setting have put risk assessments in place, and these inform the daily checklists. Staff mostly complete daily safety checks to ensure hazards are identified and as far as possible, risks to children are eliminated. People who run the setting work with the school who are responsible for the safety checks of the building. However, people who run the setting do not routinely obtain copies of all safety certificates so that they can be assured the building is completely safe. Following Care Inspectorate Wales's (CIW's) request during the inspection, they obtained the relevant certificates but the electrical certificate for the building was out of date. They organise regular fire drill practices and staff ensure children know how to leave the building safely. The person in charge has received fire training with the school and has confirmed they have booked on to further fire marshal training.

The setting is based in a primary school. People who run the setting provide good facilities for the number of children that currently attend. The Inspection took place during the holiday club. During the school holidays the setting have sole use of the nursery and reception classroom, quiet room and the adjacent playground which provides opportunities for free flow. They also have use of the large junior playground and hall. Staff use walkie talkies to communicate whilst utilising the different spaces within the school. Children independently access suitable toilet facilities which provide for their privacy and dignity. For example, younger children use the small toilets off the main room whilst older children can access the junior toilets. People who run the setting also provide wrap around and afterschool care for children that attend the school. The areas used during these sessions differ and so this is detailed in their operational plan to ensure they provide the space and facilities needed for the children that attend. People who run the setting are in the process of installing an information noticeboard for parents / carers. Staff ensure that the environment is welcoming and have a dedicated board to display children's work and photographs. As a result, children have a good sense of belonging.

People who run the setting ensure there are a range of resources available in the main base room. The layout of this area allows children to explore freely, and children can access the majority of equipment which supports their independence. People who run the setting provide equipment and resources that are appropriate for the age and stages of children's development. They rotate these resources to meet the needs and interests of the children attending. Resources are clean and appropriate for the various age groups attending the setting. Children make good use of the school's outdoor space such as the adventure and sport playground, garden areas and huts.

## Leadership and Management

Good

The leadership and management of the setting is good. People who run the setting mostly liaise with CIW in a timely manner. For example, they update changes to staffing and have submitted the self-assessment of service statement (SASS) to CIW this year. A notification of a significant event which had not been submitted was provided to CIW during the inspection. People who run the setting ensure the statement of purpose complies with all the relevant regulations and meets national minimum standards. There are suitable policies and procedures in place. However, some of these policies do not include all the relevant information in terms of procedures to follow. For example, the safeguarding policy does not include a process to follow if there was an allegation against the responsible individual or designated safeguarding officer. There is a medication policy in place which provides forms for the permission of administration of medication. During the inspection an additional form for recording the administration of medication was created and a copy was provided to CIW. There has been no requirement to administer medication recently. Staff keep a record of children attending and their times of attendance. People who run the setting also keep a record of the staff working at the setting and the person in charge confirmed that this record keeping form has been updated during the course of the inspection to include staff breaks. This is in order to provide a clear record of the staff that care for children at all times.

People who run the setting complete an annual quality of care review and share the report with CIW and parents / carers. They consider the views of staff, parents / carers, children and other stakeholders when evaluating the service. In their report, people who run the setting reflect on the service they provide, identifying some areas of strengths and improvements.

People who run the setting allocate roles and responsibilities between the staff and ensure staffing ratios are met to meet the needs of children. There is a happy and warm ethos in the setting and staff feel very supported by people who run the setting. People who run the setting support staff in their development, training and in obtaining further qualifications. They ensure supervisions and appraisals for staff are embedded as well as induction for new staff.

People who run the setting have a complaints policy and procedure in place although no complaints have been received. Partnerships with parents, carers and the school are very strong. People who run the setting provide information for parents / carers via a closed social media page, which is highly valued by parents / carers. Information includes a newsletter, staffing information and photos of the children and their activities. Parents / carers are very complimentary about the setting and speak highly of the leader, staff and of the care their children receive. All parents / carers who provided feedback said their children love attending.



### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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

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.

### Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

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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 24 - Safety	Ensure safety checks are completed and reviewed in a timely manner.
Standard 20 - Child protection	Review the safeguarding policy and procedures and ensure all staff are aware of their responsibilities in relation to the safeguarding of children.

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)
Develop the use of Welsh.

Ratings	What the ratings mean
<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.

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**Date Published** 19/09/2024