



Childcare Inspection Report on

Make Time 2 Play

**Bethany United Reform Church
Lisburn Road
Ystrad Mynach
Hengoed
CF82 7AS**



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Description of the service

Sonia Wearne is registered with Care Inspectorate Wales (CIW) to provide out of school care for up to 24 children at Make Time 2 Play which operates from rooms within Bethany United Reform Church. There is a Person in Charge (PiC) who manages the setting on a day to day basis. Children who use the service attend Ystrad Mynach Primary School. The club is open from 3.00pm to 6.00pm, Monday to Friday, term time only. Care is provided through the English language.

Summary of our findings

1. Overall assessment

Outcomes for children are positive in relation to their well-being. They have a selection of play opportunities, and strong relationships have formed between children and their carers. Care practice is informal and responsive. The environment is adequate, with sufficient space for play and rest. Overall, management is effective and the service is well run on a day to day basis.

2. Improvements

staff have undertaken training to support their practice.

3. Requirements and recommendations

Gap?

We did not identify any areas of non-compliance at this inspection. We made good practice recommendations which are summarised at the end of the report.

1. Well-being

Summary

Children enjoy their time at the club. They are stimulated and well occupied. There is a range of suitable activities and resources to meet the needs of the children attending. They are able to make choices and have developed warm and positive relationships with the people who care for them.

Our findings

1.1 To what extent do children have a voice?

Children make their own decisions about how they spend their time at the club and are able to direct their own play. We saw children initiating games and asking for support from staff when needed. We observed children and staff engaged in friendly conversations and it was clear that children are listened to and that their views are considered. We saw evidence of consultation with the children regarding the snack menu, resources and activities.

Children's voices are strong within the service. This promotes children's confidence and self-esteem.

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

Children are content and are settled in the service. We saw children help themselves to toys and resources and many undertook imaginative play enthusiastically. There are clear routines in place which the children are familiar with and which supports a sense of well-being. Children's artwork is displayed to give them a further sense of belonging to the service.

Children feel happy and safe at a club where their well-being is promoted and valued. They enjoy their time playing with their friends and spending time with the people who care for them.

1.3 How well do children interact?

Children of varying ages use the service and behave appropriately. Supportive friendships between individuals are evident and younger children are confident to ask for help when needed. Children are developing good relationships with each other and have formed positive friendships. The children considered each other, shared resources such as a tablet computer and jigsaws. The children spoke kindly to each other and snack time was a sociable event with all the children sitting together and chatting to each other and the staff.

Children are developing good social skills, and are beginning to understand the importance of sharing and turn taking.

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

Children have good opportunities to develop new skills through the play and learning experiences provided. They can also relax after their school day by reading or watching a film. We saw that most children were engaged in their chosen activities, such as completing jigsaws or sitting together chatting while watching a film.

Children can influence the activities and tasks they undertake and enjoy their play.

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

Children display confidence in relation to their self-help skills and independence. Play was largely self-directed and freely chosen which meant that children gravitated towards activities which they enjoyed and they did so with the minimum of support from staff. They enjoyed using various play materials and some of the children helped tidy resources away. Toilets and hand washing facilities are appropriate for the age range of the children and we saw children of all ages use these facilities independently. Children are provided some opportunities to be independent at snack time by pouring their own drinks. However there were some missed opportunities for children to be independent; for example, by serving themselves food items and helping to tidy away.

Overall, children are developing appropriate independence skills in line with their age and stage of development.

2. Care and Development

Summary

There are suitable procedures in place to promote children's health and well-being. Staff are experienced and committed to carrying out their roles well.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff follow the setting's policies and procedures to keep children safe and healthy. There were Safeguarding and Prevent duty policies in place, and staff had received appropriate safeguarding training. However when speaking to staff, some were unclear on the procedures they would follow. Accident, incident and pre-existing injuries are recorded and signed by parents. During snack time children were provided with fresh and nutritious snacks; however, children were offered squash to drink.

Overall, children's health and safety is promoted.

2.2 How well do practitioners manage interactions?

There is a positive behaviour management policy in place and we saw that staff were consistent in their approach and mindful of the age and stage of development of individual children. We saw very little unwanted behaviour during our inspection. The children were all engaged in activities. Staff were positive role models for children as they were professional, kind, respectful and encouraged good manners, which we heard regularly reinforced.

Staff manage interactions positively, and are consistent in their responses to children.

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

Staff ensure that children are actively engaged and offer opportunities for them to develop their skills. We saw that the staff to child ratios were in line with the National Minimum Standards (NMS). We noted that care practices were relaxed and staff were happy to support children and participate in activities with them. Individual development records are not maintained as children attend for only a couple of hours a day during term time. We heard children talk about their interests and school life and staff were clearly aware of children's preferences and hobbies.

Staff support children's individual needs in a positive way, and offer a selection of activities to promote their all-round development.

3. Environment

Summary

The service operates from rooms on the ground floor of the church. When running, the club has sole use of the premises. There is a small outdoor area. However it is currently not being used as work is required.

Our findings

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

Overall, the environment is safe and clean with a range of suitable resources and space for the age range and number of children who attend the service. A daily safety checklist demonstrates that appropriate checks are undertaken to minimise any risks to the children. During the first visit we noted that portable storage heaters were being used to heat the room and remained warm when children were present; we discussed this with the Registered Person who agreed to review this practice. Standard building safety checks are up to date, for example, fire safety equipment, and five year periodical electrical testing. Regular fire drills are practised and recorded. The service is registered as a food provider with the Food Standards Agency and has received a score of 4.

In general, leaders ensure that the play group provides a safe environment for children.

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

Leaders ensure that the environment is suitable for the children who attend the service. There is one playroom which offers sufficient space for play activities. Toilet facilities are located directly off the room which children can access independently. There is a kitchen for preparing hot and cold snacks. There is a small outside area for outdoor activities. However the area is currently out of use due to work being required to make the area safe for children.

Leaders ensure the environment is suitable for children.

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

Leaders provide good quality resources and equipment for children who attend the service. There was a selection of resources and play materials including tuff trays, role play clothing, games, as well as puzzles and craft materials, all of which were well maintained. Resources are mostly stored at a low level which children can access independently, with additional resources available in a separate storage room. We saw evidence of consultation with children regarding the purchasing of toys and games.

Children benefit from a sufficient selection of resources which are well maintained.

4. Leadership and Management

Summary

Day to day management of the service is appropriate. The staff team is led by a conscientious RP. She was keen to engage with the inspection process in order to move the service forward and maintain the high standards. There are clear policies and procedures in place which are detailed and well written.

Our findings

4.1 How effective is leadership?

In general, leadership is effective. There is a Statement of Purpose which outlines the service and the facilities offered so that parents can make an informed choice about its suitability for their child. There was a well organised policy file with a good selection of written policies in place covering areas such as health and safety, uncollected child, and medication. The attendance register was up to date, there was an operational plan and contracts included relevant information. We observed that the team worked together effectively and that staff understood their roles and responsibilities. We saw a staff training matrix which showed that training needs are well-managed and that renewals are scheduled as needed.

Leaders run the service in an effective manner.

4.2 How effective is self evaluation and planning for improvement?

Self evaluation and planning for improvement is ongoing and the RP understands the importance of effective evaluation within the service; there are systems in place which support this process. We saw that questionnaires regarding the evaluation of the service are distributed to both children and parents and where possible suggestions acted upon. An annual Quality of Care report had been produced which took account of feedback from parents and children. There was a complaints policy in place should parents or children wish to raise an issue.

Leaders undertake evaluation and planning for the service.

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

Leaders demonstrate they manage practitioners and resources adequately. There are safe recruitment procedures in place, and we found that there was a stable team of qualified staff to offer continuity of care to children. Information contained in staff files was well organised. Supervision and appraisal was held in line with National Minimum Standards for Regulated Childcare. However these require development to ensure staff have regular opportunities to discuss practice and development.

The service is managed effectively on a day to day basis.

4.4 How effective are partnerships?

There are appropriate partnerships with parents and children. Staff told us they also have a good working relationship with the school. Information for parents was displayed in the entrance area. Feedback we received from parents both verbally and via CIW questionnaires confirmed they were happy with the service, and said their children enjoy attending.

Leaders ensure that they maintain worthwhile partnerships to maximise the benefits of the service to children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We discussed the following good practice recommendations with the RP;

- Staff to refresh their safeguarding training;
- develop opportunities for children to be independent at snack times;
- review use of portable storage heaters;
- label storage to assist children in choosing resources;
- consult Welsh Government's Food and nutrition for childcare settings guidance regarding providing children with squash to drink;
- update Statement of purpose to reflect that the outside area is out of use whilst being developed, and
- develop supervision and appraisal systems.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections. Two inspectors made two visits to the service, the first of which was unannounced. As part of this inspection we;

- observed care practice;
- made a visual check of the premises;
- spoke to staff;
- took account of feedback provided in CIW parent questionnaires;
- considered information available to CIW, and
- looked at a range of documentation.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Out of School Care
Registered Person	Sonia Wearne
Person in charge	Anna Rose
Registered maximum number of places	24
Age range of children	4 to 11 years
Opening hours	3:00pm until 6:00pm weekdays during term time
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	7 July 2015
Dates of this inspection visits	11 March 2019 and 12 March 2019
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, or intend to use their service. We recommend that the service provider considers Welsh Government's "More Than just Words follow on strategic guidance for Welsh language in social care."
Additional Information: None	

No noncompliance records found in Open status.