Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Playworks Dinas Powys

Dinas Powys County Infant School
Cardiff Road
Dinas Powys
CF64 4JU



Date Inspection Completed

29/04/2024

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About Playworks Dinas Powys

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Playworks Childcare Limited
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	8 April 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.

Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

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 and stimulating play experiences 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 have a good understanding of how to keep children healthy. They provide a variety of activities in response to children's ideas and interests. Staff follow most policies and procedures, which ensures the well-being of the children.

The setting is based within a primary school. The people who run the setting ensure the environment is suitably safe, secure and well maintained. 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 off the staff. They make improvements where necessary to benefit the children in their care. Parents are very complimentary of the setting and the care their children receive.

Well-being Good

Children have a strong voice and make their own decisions about how they spend their time at the setting. For example, they choose between the craft activities on offer or the indoor and outdoor free play activities. They are confident to talk to staff and express their views and needs. Children have input into the planning of the activities and resources on offer, and as a result, children know their opinions are listened to.

Children are happy, settled, and comfortable at the setting. Older children follow a familiar routine when they are collected from the junior school and are escorted to the setting using the ‘walking bus’. Younger children are escorted by school staff to the hall arriving later than the older children. They greet staff happily and chat to them easily as they arrive. The majority of children are familiar with the setting’s routines as they attend regularly. Children that are new to the setting settle in quickly and feel welcomed.

Children interact and behave very well. They play together in pairs or groups and happily share and take turns. For example, older children set up a game of football organising themselves into teams, agreeing on the decisions about the rules of the game. There is a constant buzz as children chat and play co-operatively together.

Children thoroughly enjoy their time at the setting and play with enthusiasm and engagement. They choose from a good range of activities and resources which are stimulating and interesting. Most spend long periods engaged in the activities they choose. For example, some children chose the craft activity on offer and concentrated for a sustained period of time to complete their individual designs. Children told us tthey enjoy playing outdoor, playing with friends and the various snack on offer.

Children are developing independence well. They take responsibility for their own belongings, such as their coats and bags and use the toilet area independently. Children’s independence is promoted as they make choices at snack time and help themselves to water. Children we spoke to told us they value the opportunities to make their own choices about how to spend their time after a day in school.

Care and Development Good

Staff have an understanding of their roles and responsibility to keep children safe and to protect children. All staff we spoke to understand the steps they would need to take in the event of any concerns they may have about children including any relating to the conduct of other staff. They follow the setting's policies for recording accidents, incidents and significant events and ensure parents are informed. Staff are aware of the medication policy and the relevant permission forms to administer and record the administration of medication. However, they have not needed to administer any medication. Staff follow effective hygiene procedures and there is a system to manage any allergies. They promote healthy lifestyles by providing a healthy snack and ensuring children have access to daily exercise. Staff ensure first aid kits are available, and that their contents are checked regularly.

Staff create a welcoming and positive atmosphere at the setting. They understand the behaviour management policy and the majority of staff use positive reinforcement. They offer praise to children for good tidying after play activities. Staff encourage good manners and remind children to say please and thank you during snack time. Most staff talk to children on their own level, giving them their full attention and responding positively. Staff use effective methods to encourage children to follow the rules.

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 how they want to spend their time. 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 regularly use incidental Welsh. Staff keep records about children’s individual needs and preferences. At collection time, they engage in daily conversations with parents about their child’s day and build positive relationships with families. As a result, staff know children and their individual needs very well.

Environment — Good

The people who run the setting have systems and procedures in place to ensure the environment is safe. They have put risk assessments and daily checklists in place. However, staff to not always complete checklists fully in a timely manner and some potential risks had not been identified. The responsible individual recognised this during the inspection visit and has begun to review the risk assessments. The people who run the setting work closely with the school to ensure the necessary safety checks are undertaken. They organise regular fire drill practices and staff ensure children know how to leave the building safely. Children were confident in explaining these procedures and point out assembly points.

The setting is based in the hall of an infant school and the facilities are accessible and well-maintained. The premises are welcoming, bright and provide good indoor and outdoor space for the children that attend. Children independently access suitable toilet facilities close to the hall. The people who run the setting ensure children have access to mats and cushions where they can relax and undertake quiet activities such as reading. They provide useful information for parents on a noticeboard. For example, they display photos and names of the staff that care for the children, information about the running of the setting and emergency health and safety procedures. Staff do not display children's work that is completed during afterschool time, but the school displays create a welcoming environment for the children and are familiar to them as they all attend the school. The people who run the setting have been pro-active in finding alternative methods of celebrating children's work and each child has an individual learning journey scrap book. Children choose how and when to use these books and children we spoke to told us they value these.

Staff keep resources well organised in a storage shed adjacent to the hall. They rotate these resources to meet the needs and interests of the children attending. Children know what resources are stored and will approach staff if they want a particular resource. For example, they ask for a ball to play football. Resources are clean, safe, and appropriate for the various age groups attending the setting. There is a selection of resources and play materials including, role-play, TV, games, craft materials and books. Children make good use of the school's outdoor space such as a grassed and tree area, wooden trails and outdoor cabins for quiet time.

Leadership and Management — Good

The leadership and management of the setting is good. The people who run the setting liaise with Care Inspectorate Wales (CIW) in a timely manner. They update changes to staffing and have submitted the self-assessment of service statement (SASS) to CIW this year. The newly appointed Person in Charge (PiC) is settling into their new role at the setting. They benefit from the company's strong processes as well as the management team support network. There are suitable policies and procedures in place and appropriate records are kept. Staff keep a record of children attending as well as a record of the staff caring for them. However, they do not always keep a record of visitors to the setting. The people who run setting ensure the setting's statement of purpose complies with all the relevant regulations and meets national minimum standards.

The 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 the responsible individual and the company's management team. The people who run the setting ensure suitability checks, including Disclosure and Barring Service (DBS) are in place for staff. They support staff in their development, training and in obtaining further qualifications. The people who run the setting ensure supervisions and appraisals for staff are embedded as well as induction for new staff.

The people who run the setting implement continuous and meaningful self-evaluation. They have completed a detailed quality of care report, which takes into account the views of parents, children and staff. The people who run the setting ensure all information is considered and evaluated. They use this information to identify priorities for improvement to improve the setting and outcomes for children.

Partnerships are good. The people who run the setting have established good partnerships with the school, communicating and exchanging feedback with the teachers and school leaders. They have close relationships with parents, many of whom have used the setting for a long time. Parents are very complimentary about the setting, saying they are very happy with the service provided. They commented on the effective communication at pick-up and via text message when required, and that their child is very happy attending.

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

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

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	Develop the use of incidental Welsh language.
Standard 24 - Safety	Review risk assessments and ensure that checklists are completed promptly as per the settings procedures.
Standard 5 - Records	Ensure a record of all visitors to the setting is kept.

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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