Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Dragonflies Out of School Playcare Limited

Dragonflies Room
Lakeside Primary School
Ontario Way
Cyncoed
CF23 6HB



Date Inspection Completed

14/10/2024

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About Dragonflies Out of School Playcare Limited

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Dragonflies Out of School Playcare Limited
Registered places	76
Language of the service	English
Previous Care Inspectorate Wales inspection	20 July 2021
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of Welsh language and culture.

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

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

Summary

Children enjoy their time at the setting. They make choices and have warm relationships with staff. Children behave and interact well with their friends of all ages. They value the range of indoor and outdoor activities available to them. Children are happy in their play and have opportunities to increase their independence.

Staff have a good understanding of how to keep children safe and healthy. They are patient, kind and caring towards children and each other. Staff support children's learning and development effectively through a range of activities and opportunities. These are led by children's interests and developmental needs.

Children are cared for in a secure environment within the school. They have use of suitable indoor areas and benefit from some use of the school grounds which encourages physical activity. The setting has a large quantity of varied resources and toys to interest children.

Leaders manage the setting competently and are mostly compliant with the relevant regulations. However ratios of qualified staff do not meet the National Minimum Standards and this is an Area for Improvement. Leaders maintain up to date policies, procedures, and records. There are effective partnerships in place with parents, staff, and external professionals. This inspection took place in term time, when the timings and routine of the setting are governed by the school day. Care and well-being of children during the holiday provision has not been inspected on this occasion.

Well-being Good

Children have opportunities to make decisions about how they spend their time at the setting. For example, children at the before and after school clubs can choose who they sit with and what and who to play with. Younger children in the wrap around provision in the day can choose what to play with from the resources available to them. Most children are confident to talk to staff and express themselves as they know staff will listen and value what they say. For example, at circle time, children eagerly tell staff about what they have been doing at the weekend. They know staff listen to them and show an interest in what they say. Children's voices are valued at the setting, for example, children's meetings are held as a formal way to gain children's input, and their interests are considered when planning future activities.

Children are generally settled and content in the care of the setting. They form positive relationships with staff who know them well. For example, children talk and laugh with staff whilst playing and go to them for comfort and reassurance when needed. There is a key worker system in place. However, there are a high proportion of staff changes with few staff being present all day, meaning that young children do not have a consistent adult to relate to. Children are familiar with the routines and expectations, and this adds to their sense of belonging. For example, when it was time for lunch, children went readily to wash their hands and fetch their lunch bags

Children play well together and alongside each other according to their age and stage of development. Younger children are building friendships, and we saw them chatting animatedly to each other at lunch time. Older children continue existing friendships and make new ones at the setting as they meet children from other age groups and classes. Most children are self-disciplined and understand the rules of socially acceptable behaviour. They show respect for people and take care of equipment and resources.

Children are motivated and engaged in their play and learning. For example, in breakfast club children concentrate on a game of chess and in the morning wrap around session, children listen attentively to stories. In the afternoon, young children laugh as they run around in the garden, and children concentrate as they enjoy painting. In the morning there is a good balance between child led and adult led activities. However, in the afternoon well-being for a few young children can dip as they become too tired to engage happily with the adult- led activities their peers are enjoying.

Children have good opportunities to develop their independence skills. They can independently access the toilet facilities and wash their hands, with encouragement and support from staff where needed. Children clear their own plates at breakfast club and older children enjoy being given opportunities to help serve food to the children at the after-school club

Care and Development — Good

Staff implement the setting's policies and procedures to a good standard in order to keep children safe and healthy. Most staff have up to date mandatory training including paediatric first aid, food hygiene and safeguarding. They have a good understanding of safeguarding issues, the signs and symptoms of abuse and their own duty to report concerns. Staff record accidents, incidents and pre-existing injuries in detail and share this information with parents. Leaders regularly review this information to monitor patterns and trends. Leaders have put robust systems in place to safely manage allergies and intolerances. Staff ensure children have access to some outdoor play and learning experiences, bringing them the benefits of physical exercise and fresh air. Staff keep registers of children's attendance, however, due to the variety of provision during the day, these are complex and while broadly accurate do not always completely capture the hours children are in attendance.

Staff interact with children in a very kind, patient, and cheerful way, creating a warm and happy atmosphere. They chat naturally with children to support their play and learning and gently support them as they learn the boundaries of behaviour. For example, staff members praise children when they see them being kind and sharing. Children and staff laugh, smile, and have fun together during the day. Staff act as good role models, treating each other and the children with dignity and respect.

Staff support children's learning and development effectively. They regularly observe children's play and learning to track their progress. This helps them plan activities to encourage children's next steps in learning and development. Children's views, interests and reactions to activities are recorded and considered when planning further activities and new developments. Staff are observant and alert for signs that children may have emerging additional learning needs. Children with additional physical or learning needs are supported very well and staff make many adjustments, to ensure they receive care appropriate for their needs. They are pro-active and work well with outside agencies to support these children.

Environment	Adequate

The main ‘dragonflies room’ used by younger children is safe and secure. Staff allow only authorised access to the setting and ensure that a record of all visitors is maintained. The breakfast club and after school club are run from the school hall and access to this is only available to people already within the secure school site. People who run the setting have recently substantially strengthened the systems in place to ensure children using the hall cannot leave the site unobserved. Leaders ensure that routine safety checks for the building and certificates are up to date. Useful risk assessments and safety checks for nearly all areas and activities at the setting are in place and are followed by staff. Staff carry out fire drills regularly and keep good records. They ensure that any issues they identify during drills are resolved so that staff and children would be able to evacuate the premises smoothly in an emergency.

People who run the setting have created a light, bright indoor environment in the main room used by the setting in the day. It is welcoming, child friendly and organised in an effective manner to stimulate younger children’s curiosity, imagination, and development. For example, areas such as the ‘home corner’ and tables containing puzzles are set up attractively and invite children to play. Many toys and activities are at children’s height enabling them to access what they want to play with freely. However, there is not a separate space where young children can relax, or sleep. Staff take plenty of resources and toys to the school hall for the use of children in breakfast and after school club. There are outdoor areas available for children to use. The playground adjoining the school hall is used by older children during the after-school club. In the day, younger children have some access to a grassy area and a hard surfaced yard. These outdoor daytime areas do present some challenges. The hard surfaced yard is only available when the other classes in the school are not using it, and the grassy area has poor drainage and can become unusable in wet weather and colder, wetter seasons. The areas do not directly adjoin the main playroom, and so children cannot enjoy free flow to outdoors, however when these areas can be used children enjoy the opportunities they offer.

Leaders ensure that toys, resources, furniture, and equipment at the setting are in good condition, well maintained and checked regularly to ensure safety. The setting has suitable furniture and resources to support children’s independence. For example, child sized tables, chairs and low-level toy storage, suitable for the ages of children in all rooms within the setting. There are a suitable number of children’s toilets and nappy changing facilities available. Children’s toilets are adjacent to the room used in the day for younger children, enabling children to access them independently.

Leadership and Management — Adequate

Leaders are experienced and benefit from being part of a larger company which has strong management processes and support in place. The Responsible Individual has a clear understanding of their regulatory requirements and liaises well with Care Inspectorate Wales (CIW), submitting all appropriate notifications and information when needed. There is a statement of purpose that clearly outlines how the service operates. There are a range of suitable policies in place, however, the setting does not have a sleep and rest policy for young children who may become tired during the day.

Leaders who run the setting carry out self-evaluation and plan for improvements. They obtain feedback from parents, children and staff and reflect on practice to produce a Quality of Care report annually. They have fully engaged in the inspection process as a means to improve quality.

Leaders undertake relevant checks to ensure staff are suitable to work with children and ensure that staff's Disclosure and Barring Service checks (DBS) are current. They keep staff files up to date and make sure they contain all the necessary information. However, the National Minimum Standards for Full Day Care are not being met as leaders do not ensure that there are a sufficient proportion of staff with childcare qualifications working at the setting daily. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. People who run the setting have established a system for supervision and appraisals to support staff in their roles.

Leaders have established good relationships with the school and with parents. Feedback received evidences that most parents are happy with the care given and find the setting a useful and reliable support to their working lives. Leaders have established good relationships with outside agencies and professionals. They ensure that when there are concerns about children's progress or development, they share information and work with parents and professionals to support them.

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.

Area(s) for Improvement		
Regulation	Summary	Status
27	The provider must ensure that there are a sufficient number of suitably qualified and experienced staff	New

	looking after children.	

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 5 - Records	Review the systems for keeping registers of children's attendance to ensure they accurately record children's time at the setting.
Standard 22 - Environment	Ensure there is an area available for children who want to relax, play quietly or sleep so that children can rest without disturbance.
Standard 22 - Environment	Further develop opportunities for children to play and learn out of doors.

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)
Consider ways to increase children's choice of how they spend their time through the day so that children who are becoming tired can rest or engage in less demanding activity.
Develop a sleep and rest policy to ensure that procedures are in place so that children's needs for rest and sleep are met.
Consider how to strengthen the keyworker system and increase consistency of care for children by adults through the day.

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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