Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Ty Gwyn Holiday Play Scheme

Ty Gwyn School
Vincent Road
Ely
Cardiff
CF5 5AQ



Date Inspection Completed

31/07/2024

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About Ty Gwyn Holiday Play Scheme

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Ty Gwyn Holiday Play Scheme
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	29 July 2019
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 the Welsh language and culture.

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

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

Summary

Children have a strong voice and all attempts at communication are valued. They are safe and happy and benefit from excellent individual attention provided by trusted highly skilled staff. Children enjoy a wide range of planned activities and have opportunities to follow their own interests. They are effectively developing their confidence through the support from staff who and promote their independence and co-operation skills.

Staff have an exceptional understanding of their role and fully implement policies and procedures to promote children's personal well-being, health and safety. They consistently promote positive outcomes for all children through their knowledge, providing a highly nurturing and child-led setting. Staff show a genuine passion and commitment to their roles and responsibilities.

People who run the setting ensure children have access to an extensive range of resources and equipment to nurture their overall development. They ensure children are cared for in an environment that fully meets their needs. People who run the setting work closely with the school to ensure the safety of the environment is prioritised. They effectively communicate procedures with staff, parents and carers.

People who run the setting have an excellent vision and run a very effective and well organised setting. They manage staff extremely well, supporting everyone to do their best. People who run the setting have built a highly successful team who work exceptionally well together to fully meet the needs of the children. They maintain successful links with the school and outside agencies and develop very positive partnerships with parents who are extremely happy with the care their children receive.

Well-being Excellent

Children's voice is at the heart of the setting. They know staff will listen to them as they are actively encouraged to express themselves using their preferred communication method. Children are free to move between different activities, either independently or with support from staff. For example, some children choose to play with sand while others choose to look at an electronic tablet. Children's choices are fully respected.

Children feel very happy and extremely safe at the setting. They cope exceptionally well with separation from parents or carers. They come into the setting with smiles on their faces when greeted by staff that are very familiar to them and they trust. Children have an excellent sense of belonging because staff know them extremely well and show a genuine interest in them. As a result, children feel secure and valued.

Children interact well with staff and are learning to respond to their peers and visitors with support. For example, when they arrived in the morning, some children greeted us saying "*hia"*, others did the same with some encouragement from staff. Nearly all children are happy to take part in activities and play alongside each other, in line with their stages of development and individual needs.

Children thoroughly enjoy their play and learning opportunities, and many are self-motivated in the activities they choose. For example, they have great fun playing in water on a hot humid day. They laugh out loud as they use the water guns to squirt each other. Children enjoy participating in a range of activities, including the trampolines, sensory rooms, and soft play. We saw photographs of children enjoying these activities. They also enjoy visits to the local community. For instance, on the day of the inspection a group of children visited the local museum. Children benefit from time outdoors and new surroundings.

Children have extensive opportunities to develop their independence appropriate to their needs. They are encouraged to do things for themselves. For example, they take chocolate cakes to the fridge to set. Children have opportunities to do things independently before staff intervene and offer support. They confidently move around the learning areas, accessing resources to support their interests. For instance, they know where the sensory toys are kept and help themselves from the drawer.

Care and Development — Excellent

Staff fully understand and expertly implement policies to promote the health, safety, and wellbeing of children. Staff follow robust plans to support children's medical conditions and there are enough first aid qualified staff to meet the required ratio. Staff have a thorough understanding of child protection procedures and responded well to scenarios discussed during the inspection. They are aware of the safeguarding policy and their duty to report concerns to the safeguarding officer. Staff ensure children are familiar with fire evacuation procedures by completing fire drills practices at the start of each holiday provision period. They produce individual, bespoke evacuation plans for each child and these are regularly reviewed to fully meet the needs of children. Staff are skilled in teaching children how the keep safe whilst taking risks in their play, considering the wellbeing of themselves and others. For example, when children use the swing and scooters in the outside area, staff support them in their play decisions. As a result, children's safety and health is always promoted.

Staff have an exemplary understanding of the behaviour management policy and consistently implement positive strategies. They work closely with the school to maintain a consistent approach to behaviour management, sharing children's individual behaviour plans effectively between the setting and school. Staff are skilful in reviewing children's behaviours in order to adapt the plans and strategies accordingly. They are responsive to the individual needs of the children and support them accordingly. Staff teach children strategies to help them regulate their behaviours and emotions. For example, they use visual cards to give children warnings about what is happening next. Staff know the children extremely well and are confident in anticipating when a child may start to feel uneasy, over excited or anxious. As children play, staff show a great interest in their activities and discuss tasks in a calm and very supportive manner. Interactions are consistently warm, engaging and demonstrate a highly sensitive, genuine understanding and kindness towards the children.

Staff ensure children are at the centre of their own play and learning experiences. All staff and children attend the same school. As a result, staff know the children well which enables them to effectively respond to their needs and preferences. They fully support the children's choices and plan activities that meet their interests. Staff collaborate effectively and plan for individual children. They observe the children as they play and identify strengths and areas for individual improvement effectively. Staff use this information purposefully to plan the next steps in individual children's learning and development as well as the learning experiences they provide. Staff ensure children can access an inclusive play provision that enables them to participate in activities and worthwhile experiences. For example, children participate in story telling sessions that bring stories alive through music and movements. They follow children's individual plans and work closely with the children's families to provide care in a relaxing and safe environment away from home.

Environment — Excellent

People who run the setting have very comprehensive systems and procedures in place to ensure the environment is safe and secure. They keep a record of visitors who enter via the main secured door and staff use electronic security fobs to move between rooms. Staff ensure that medication and cleaning products are stored safely out of the reach of children. People who run the setting ensure there are effective infection control measures in place, with consistent cleaning routines which minimise any risk to children's health. They completed the Public Health Wales infection control audit during the inspection, therefore enabling them to further review their procedures. People who run the setting carry out daily risk assessments and work with site managers to ensure the safety of children and staff is a priority. They communicate regularly with parents, social workers, transport providers and staff in order to ensure they meet the individual safety needs of children. People who run the setting hold a staff meeting at the beginning of each holiday provision period ensuring health and safety is always on the agenda. People who run the setting work with the school and local authority to complete all building maintenance and servicing of utilities, equipment and resources.

People who run the setting ensure the suitability of the environment for children and adults. They provide care for children in a purpose-built school which fully meets the needs of the children that attend. People who run the setting ensure all children have access to suitable bathrooms, changing areas, outdoor areas and playgrounds. They discuss with staff and work with the school to consider which rooms and areas the children are more familiar with and will best meet their needs. As a result, children are cared for in an exemplary environment that fully meets their individual needs.

People who run the setting ensure that children can access nearly all the resources within the school. They ensure that specialist equipment identified for children is readily available with access to a wide range of high-quality resources and equipment. For example, children have access to activities, including the bouncy castle, sensory rooms, and soft play. People who run the setting work with the school transport to arrange a range of visits for the children. They ensure risk assessment and checks are completed for visits and activities. Staff ensure children have access to a range of resources in their base rooms that are suitable for their needs. These include toys, craft, sensory and physical equipment as well as books and electronic devices such as whiteboards.

Leadership and Management — Excellent

People who run the setting have an outstanding vision that they effectively share with others. Their passion and ethos are fully understood by all staff and completely embedded within the setting. During the inspection the people who run the setting updated their Statement of Purpose and provided a staff matrix to Care Inspectorate Wales (CIW). They have a range of policies and procedures in place, which are communicated well with staff. However, minor amendments are required in some policies, and these were discussed in detail during the inspection.

People who run the setting complete an annual Self-Assessment of Service Statement and a quality-of-care report. They submit both to CIW in a timely manner. They continuously consider the views of staff, parents, and children when evaluating the service. In their report, the people who run the setting reflect on the service they provide, identifying some areas of strengths as well as areas of improvement. They are currently collating feedback form parents to inform their next report. During the inspection we signposted them to CIW guidance on producing a quality-of-care review. This is to ensure it captures what they provide for children and the excellent quality of the service.

People who run the setting manage staff effectively and have built a team of highly effective people. Staff morale is very high and there is a culture of respect, understanding and a positive ethos. People who run the setting manage staff effectively and follow recruitment procedures. They are supported by a committee who carry out regular supervision and appraisal meetings for the person in charge. People who run the setting have a clear staffing structure in place and responsibilities are delegated appropriately. For example, the person in charge conducts supervisions and appraisals for team leaders. Team leaders hold regular daily meetings with staff and there is an open-door policy for all staff. All staff we spoke with or who provided feedback said they are extremely happy working at the setting, feel valued and very supported by approachable leaders. As a result, staff are confident and extremely passionate about their work and fully value opportunities to develop their skills to benefit the children in their care.

Partnerships are excellent. People who run the setting have positive links with a wide range of professionals, the school, and other stakeholders. They work with parents when considering the needs of the children and maintain regular contact with parents. Feedback received from parents was overwhelmingly positive and complimentary about the setting and the service they provide for their children. Many commented on the supportive staff and leaders as well as the experiences and activities on offer. Parents comments included, *“They are the best thing going”* and *“they are an immense support for the children and families”.*

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

	inspection	

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 18 - Quality assurance	Review policies to ensure they accurately reflect procedures at the setting.

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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