Arolygiaeth Gofal Cymru
Care Inspectorate Wales

# Inspection Report

**Cardiff Steiner School Afterschool Care**

**Cardiff Steiner School**
**Hawthorn Road West**
**Llandaff North**
**Cardiff**
**CF14 2FL**



## Date Inspection Completed

22/11/2023

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# About Cardiff Steiner School Afterschool Care

| | |
|---|---|
| Type of care provided | Children's Day Care<br>Full Day Care |
| Registered Provider | Cardiff Steiner Early Years Centre Limited |
| Registered places | 16 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | 19 January 2018 |
| 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 | **Excellent** |
| Care and Development | **Good** |
| Environment | **Good** |
| Leadership and Management | **Adequate** |

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

## Summary

Children are extremely happy to attend the setting. They feel safe and speak with confidence as they know staff genuinely value their views and ideas. Children develop secure and affectionate relationships with their friends. They choose from an exciting range of open-ended, authentic resources and are highly motivated to follow their own interests.

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They implement the setting's policies and procedures effectively. Staff are gentle, kind and nurturing towards the children. They support children's learning and development effectively, enabling children to lead their own play.

The environment is secure, clean, and welcoming. The spacious layout of the environment supports children to utilise the space flexibly to accommodate their play. A good range of open-ended, authentic toys and resources both indoor and outdoor promote children's holistic development.

Leaders are committed to providing a quality service and respond positively to recommendations for improvement. They use self-evaluation effectively to identify and make improvements. There is a suitable range of policies, procedures, and documentation to support the smooth running of the setting. Some improvements are required to ensure all staff hold the necessary childcare qualifications in accordance with the National Minimum Standards for Regulated Childcare for children up to the age of 12 years.

## Well-being — Excellent

Children have excellent opportunities to make decisions about how they spend their time at the setting. They choose freely from toys and resources available to them and confidently request additional items to aid their play. For example, a child asked to select different size elastic bands to use in their play. Children are extremely confident to communicate their thoughts, ideas and share skills they have acquired as they know they will be listened to with interest. A child confidently demonstrated how to use their finger to knit, proceeding to support the adult patiently, to also have a try.

Children are especially settled and extremely happy to attend the setting. This is because staff fully recognise and support their individual needs. They develop secure and affectionate relationships with their friends and staff alike. These strong relationships support children to confidently make choices and participate positively together in their play. We saw children building sophisticated den structures, sharing their ideas to problem solve and work collaboratively. Children are very familiar with the routines; this adds to their sense of belonging. For example, children take off their slippers without prompting, placing them in their individual cubby pocket, and proceed to put their shoes on in readiness for home time.

Children are completely absorbed in their play. They benefit greatly from a range of open-ended, authentic resources which facilitate endless possibilities in their play and learning. For example, two children created a woodland scene from loose parts such as blankets, material, and wooden shapes. They used these items to define a pond and grassed area in readiness for their handmade dolls to explore. Children are highly motivated to follow their own interests and sustain their play for periods suitable to their age and stage of development. For instance, older children thoroughly enjoyed playing outside in the dark with torches and bubble mixture. They positioned the spotlight on the formed bubble, watching which direction it went in the breeze. They were fully immersed in the awe and wonder of the activity. Children of all ages respond positively and glow with pride when staff praise them for their efforts and achievements.

Children develop very well. Activities and resources provided promote their holistic development. They have many opportunities to develop their independence skills. For example, children take it in turns to serve each other and staff at mealtimes, competently using a jug to pour water and serve food from large bowls. Children tidy away efficiently in readiness for home time and during key routines. For example, children pack away their rest mats, blankets, and pillows, skilfully rolling them up and placing them onto the designated shelf. Children are confident at accessing the bathroom, washing, and drying their hands.

## Care and Development — Good

Staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They receive regular safeguarding training and know to report concerns as outlined in the detailed safeguarding policy. Staff understand they have an individual duty of care to report concerns to children's services should they be required. Staff implement appropriate procedures to support children when recording and reviewing accident, incident, and pre-existing injury forms. These records are shared with parents in a timely manner. Medication is administered and recorded by staff in accordance with the policy.

Staff follow and promote good hygiene practices. For example, children wash their hands before eating and use individual napkins to clean their hands and face. Staff provide a range of freshly cooked meals, which offer balance and variety, and promote healthy eating practices. Staff keep children well hydrated by ensuring children always have independent access to water. Staff follow suitable procedures to meet the needs of children with allergies, intolerances, and preferences. Mealtimes are an important part of the day. Staff and children eat together, which is a relaxed, social, and enjoyable experience. Staff promote opportunities for discussion and learning to take place. For example, through discussing the various food preferences they each have, such as a vegetarian-based diet and the choices connected to religious beliefs. Children are encouraged to rest/sleep during the session. Individual, personalised bedding and rest mats are set up and children listen to a member of staff reading a story and playing soft music from a winding music box. This creates a calm and relaxing atmosphere.
Staff are gentle, kind and nurturing towards the children. They know the children well which enables them to meet their individual needs effectively. The setting's positive learning policy promotes strategies which help children to regulate their own behaviour and promote their self-esteem. We saw staff implement these strategies skilfully, using gentle tones, recognising when to step in quickly and re-direct children. They also use lots of praise to reinforce positive behaviour. Staff always act as positive role models through respectful, friendly interactions with each other and children. They have good relationships and communicate well with each other. This ensures children are appropriately supervised and supported throughout the day.

Staff support children's learning and development effectively. They enable children to lead their own play. Staff work in collaboration with the onsite school staff such as the school's pedagogical mentor who holds reflective sessions with the leaders, to collaboratively identify further learning opportunities for the children and staff.

Children with Additional Learning Needs (ALN) are supported well. Staff plan for children's needs and carry out regular reviews. Staff promote the Welsh language a little through the use of some basic phrases and words with children.

## Environment — Good

The environment is welcoming, safe, and secure. Leaders ensure only authorised people have entry to the setting and keep a log of any external visitors. However, it is not documented when onsite school staff visit the setting. Registers for children and staff caring for them are completed daily. Records viewed highlighted a few arrival and departure times of staff have not been recorded. There are robust procedures in place to ensure the safety of the environment, including routine maintenance checks for the building and appliances which are completed in a timely manner. Regular fire drills are carried out, thus ensuring staff and children know what to do in the event of an emergency. Leaders record key details and use these to inform future fire drill practices. There are a range of detailed risk assessments in place to support a safe environment. Staff complete daily checks to identify and eliminate potential hazards to children's safety. Risk assessments focus on minimising the risk without significantly impacting on the benefit to children's experiences. Therefore, staff are able to ensure children's play and learning experiences are maximised while maintaining safety.

The environment offers good facilities to care for children. The playroom is equipped with high quality and suitably sized furniture for the age of the children. The spacious layout of the environment supports children to move around freely and offers opportunities for them to utilise the space flexibly to accommodate their play. For example, when undertaking den building activities, children are free to build large structures. Large windows provide a light and bright play space and the use of natural materials such as a wood floor, wood furniture and several plants contribute to creating a calm and relaxed environment.

Leaders ensure children have access to a range of authentic, natural, and re-purposed resources. This offers open-ended play opportunities for children to explore and discover a diverse range of experiences, promoting their play, learning and development. For example, an interactive display of natural loose parts such as pinecones and branches provide children with the opportunity to explore the complexity in shapes, textures, and colours. Open, accessible, and well organised shelving units store a range of resources which support children to independently access varied and inviting materials.

Two outside play spaces offer children access to a range of experiences. A low-level climbing wall and balancing beam, offer children the opportunity to take suitable risks. A large open space provides children with freedom to run and jump, exploring their large physical movements. A sizable sandpit and mud kitchen, equipped with an extensive range of authentic resources such as stainless-steel saucepans and baking trays support children to engage in creative and imaginative play.

## Leadership and Management — Adequate

Leaders are committed to providing a quality service and respond positively to recommendations for improvement. They work closely with the staff, creating a positive ethos in the setting. There is a clear statement of purpose which provides parents with the relevant information about the setting, so they can make an informed choice. Suitable policies, procedures and documentation are in place although a small number require reviewing to ensure they include all the required elements in line with regulations and current practice. For example, the complaints policy does not detail all required timescales or how to contact Care Inspectorate Wales (CIW) should parents wish to raise a concern directly. The lost child policy does not include how the setting will ensure the local safeguarding team will be informed should an incident arise.

Leaders are dedicated and motivated to continually improve upon the service they offer to bring about positive outcomes for children. They undertake an annual self-evaluation procedure and carry out reviews at key points throughout the year. They seek the views of parents, children, staff, and other in-house professionals. As part of the process, they produce a report which reflects on the strengths of the service over the previous year, alongside identifying areas for improvement for the coming year, which drives improvement.

Leaders understand their responsibilities to ensure staff are recruited safely. Staff are skilled, experienced and have completed required mandatory training such as paediatric first aid. Some staff have also completed additional training courses such as restorative approach, reflections of safeguarding practices and Health and Safety. Leaders support staff to follow areas of interest such as Additional Learning needs (ALN) via in-house training processes. However, not all staff hold the necessary childcare qualifications in accordance with the National Minimum Standards for Regulated Childcare for children up to the age of 12 years. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Leaders ensure all new staff undertake internal induction training. In addition, a few staff have also completed the All Wales Induction Framework (AWIF). Leaders have adopted a range of approaches when carrying out team meetings and supervisions. However, the varying systems in place do not ensure a consistent approach is applied. Leaders' carryout useful annual appraisals. Records viewed show they are not always completed in a timely manner. Staff we spoke to were extremely happy working at the setting and feel well supported by leaders.

Leaders and staff have strong relationships with parents. They keep them well informed providing daily updates verbally and carrying out regular detailed review meetings. Parents we spoke to were highly complimentary about the service, sharing how they feel part of the 'setting community'. They feel valued as parents and involved in their child's experiences.

| 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 |
| 14 | The responsible individual must ensure there are a sufficient number of suitably qualified persons looking after the relevant children at all times in accordance with the National Minimum Standards for Regulated Childcare for children up to the age of 12 years. | New |

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 13 (Day Care) - Suitable Person | Review team meetings and supervision processes to ensure a consistent approach is applied. |
| Standard 19 - Complaints | Review the complaints policy to ensure it includes all required timescales and contact details for Care Inspectorate Wales. |
| Standard 13 (Day Care) - Suitable Person | Ensure staff annual appraisals are completed in a timely manner. |

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) |
| Review the lost child policy to include how the local safeguarding team will be informed should an incident arise. |
| Increase the use of the Welsh language. |
| Ensure times of arrival and departure are consistently recorded by the setting staff and onsite school staff. |

| 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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