Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Trinity Fields Leisure Services

Trinity Fields School and Resource Centre
Caerphilly Road
Ystrad Mynach
Hengoed
CF82 7XW

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

31/10/2023

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About Trinity Fields Leisure Services

Type of care provided	Children's Day Care Out of School Care
Registered Provider	The Management Committee of Trinity Fields Leisure Services
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	4 August 2017
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	**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 individual attention provided by trusted staff. Children have established relationships which support them to develop their independence and confidence and to overcome challenges.

Staff have a thorough understanding of their role and fully implement policies and procedures to promote children's safety, and personal well-being. They build extremely positive relationships with the children and have a comprehensive understanding of their needs. They promote positive outcomes for all children through their knowledge and by providing a nurturing and child-led setting.

People who run the setting ensure the premises are safe and secure. There is a range of spaces that fully meet the needs of the children that attend. People who run the setting ensure children have access to an extensive range of resources and equipment to nurture children's overall development.

People who run the setting have an excellent vision and run an effective and well organised setting. They have built a highly successful team who work exceptionally well together. People who run the setting maintain very productive links with outside agencies. They have positive partnerships with parents who speak highly about the care their children receive.

Well-being — Excellent

Children's voice is at the heart of the setting. They have many opportunities to make choices and decisions about what affects them. Children know staff will listen to them as they are actively encouraged to express themselves using their preferred communication method. For example, children use visual cards to communicate the activities they would like to complete. Children move freely between different activities. Some children choose to participate in a task such as craft while others play independently. As a result, children's choices are fully respected.

Children feel very happy and extremely safe at the setting. They cope well with separation from parents or carers, coming into the setting with smiles on their faces when greeted by staff that are very familiar to them and that they trust. Children have a good 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 from the staff. Arriving in the morning, children greeted us following re-assurance from staff about why we were visiting. Some children interact using alternative methods such as augmentative communication. These methods support children's interactions using words and signing or pictures and symbols to support communication. Children benefit from the strong relationships with the staff who care for them.

Children thoroughly enjoy their play and learning opportunities, and many are self-motivated in the activities they choose. They enjoy participating in a range of activities, including the trampolines, sensory rooms, and soft play. As a result, children are motivated and spend time engaged in activities of their choice.

Children have very good opportunities to develop their independence. They are encouraged to do things for themselves, such as wash their hands when appropriate and take responsibility for their belongings. Children have opportunities to try to do things independently before staff intervene to offer support. They confidently move around the learning areas, accessing resources to support their interests.

Care and Development — Excellent

Staff fully understand and implement policies to promote the health, safety, and wellbeing of children. They complete paediatric first aid training, enabling them to deal with minor accidents confidently. Staff follow robust plans to support children's medical conditions, although no medication was administered on the day of the inspection. The person in charge told us that information is transferred from school as appropriate, and many staff are familiar with the children's needs from working with them within the school. Staff receive specific training working closely with other professionals such as nurses, physiotherapists, and occupational therapists. Staff promote children's physical well-being successfully through regular exercise such as walks and outdoor play. Staff have a thorough understanding of their roles and responsibilities to protect children. During the inspection, they confidently answered questions around safeguarding procedures and were able to talk about what action they would take if a safeguarding situation arose. They work closely with social workers and ensure that detailed records are kept. Staff closely follow individual care plans for children which helps risk assess activities on an individual basis. They provide one to one support, and the children benefit from the high staffing ratio. This ensures children receive a personal, responsive, and consistent experience.

Staff fully understand the behaviour management policy and consistently implement positive strategies. Staff are responsive to the individual needs of the children and support them, accordingly, teaching them strategies to help them regulate their behaviours and emotions. They consistently offer praise, encouragement, and positive reinforcement as a matter of course. Staff are excellent role models. They encourage good manners and create extremely positive relationships with children in their care. 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 sensitive and genuine understanding and kindness towards the children. Staff know the children extremely well and are confident in anticipating when a child may start to feel unease, over excited or anxious. For example, when a child started to display behaviours that indicated they were about to become overwhelmed, staff responded by encouraging them to move away from the activity and into a different area.

Staff ensure children are at the centre of their own learning and play. They fully support the children's choices and plan activities that meet their interests. Staff ensure children can access an inclusive play provision that enables them to participate in activities and worthwhile experiences. 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. Staff fully support and provide for children's needs. They take purposeful action in a timely manner and make exceptional use of strategies to support children. Many of the 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.

Environment — Excellent

People who run the setting have 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 secure door and staff use fobs to move between rooms. Staff ensure that medication and cleaning materials 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 course of the inspection, therefore enabling them to further review their procedures.

The building is currently undergoing a programme of improvements. People who run the setting carry out a daily risk assessments and work with site managers to ensure the safety of children and staff is a priority. They communicate regularly with parents so that everyone is clear on any changes, such as adjustments in entry and exit points. During a daily morning meeting all health and safety matters are thoroughly discussed with staff. These include fire and emergency evacuation procedures which are often specific to individual children and small groups. The person in charge leads the meeting with contributions from staff and key information clearly displayed on a whiteboard. People who run the setting work with the school and local authority to complete all building maintenance and servicing of utilities and equipment.

People who run the setting ensure the suitability of the environment for children and adults. The setting is run from a purpose-built special needs school and resource centre. They ensure all children have access to bathrooms, changing areas, outdoor areas and playgrounds suitable for the ages and individual needs of the children that attend. People who run the setting carefully consider where the children spend their time. They consider which rooms and areas the children are more familiar with and will best meet their needs. As a result, almost all children feel a strong sense of belonging.

People who run the setting ensure that children can access any of the resources within the school. They ensure these are of a good quality and are stimulating for all ages and stages of development. People who run the setting ensure children are cared for in rooms that have suitable resources to meet their individual needs and that are familiar to them. For example, we saw children use construction resources that they accessed independently as they were cared for in a room they knew well. As a result of the considered decisions by staff, children are given valuable opportunities to develop their independence in an environment that is familiar to them.

Leadership and Management — Excellent

The leadership and management of the setting is very effective. People who run the setting fully understand their role and responsibilities. They engage positively with CIW and are keen to drive improvement. The responsible individual who is also one of the people in charge, is experienced and has a strong vision for the setting, which is shared effectively with other leaders, staff, and stakeholders. The team benefits from the strong partnership with the school and established processes. People who run the setting keep accurate records and there are policies and procedures in place. Many policies are adopted from the school and local authority to ensure a consistent approach in the care of the children and as part of the inspection we viewed a sample of these regulatory policies. However, a few policies and documents were not completely specific to the out of school provision. These were reviewed during the inspection to ensure they accurately reflected the out of school provision the setting provides.

The self-evaluation process is strong. People who run the setting are reflective and identify areas of strengths as well as areas of improvement, by considering the views of staff, parents, and children. They ensure this is a continuous process of identifying the setting's strong aspects and those that need to be developed further. Through this evaluation process they have identified requests made by families to expand the provision. They work closely with the school and the local authority to meet these needs and make improvements where possible. For example, recently they ran a pilot scheme, providing sessions for families called 'stay and play' and they have plans for further parent workshops.

People who run the setting manage staff effectively and have built a team of highly effective people. Staff morale is high and there is a culture of respect, understanding and a positive ethos. The adult child ratio is based on the needs of the children, and the people who run the setting ensure this is maintained, or exceeded. They ensure staff complete mandatory qualifications and hold a current Disclosure and Barring Service (DBS) certificate. Not all recruitment records are kept at the setting, some are kept electronically, and the responsible individual provides a declaration to confirm that staff recruitment records have been checked. People who run the setting carry out regular informal supervisions for staff and more formal supervisions and appraisals for the designated leaders. They hold regular staff meetings and plan for staff development which is documented in a staff training matrix. They ensure a thorough induction for new staff and a mentoring system to support. All staff we spoke with said they are very happy working at the setting, they feel valued and very supported by approachable leaders. Staff are confident and passionate about their work and feel highly rewarded working as part of the team. They are determined to ensure that children receive a high-quality provision that meets their individual needs.

Partnerships are excellent. People who run the setting have positive links with a wide range of professionals, schools, and other stakeholders. Staff told us that the people who run the setting value their opinions and are open to making changes to drive improvement. People who run the setting ensure all communication with parents is valuable in order to promote positive outcomes for children. They have a complaints policy and procedure in place

although no complaints have been received. Parents feedback is exceptionally positive. They are very complimentary of the setting and speak highly of the people who run the setting, staff, and the care their children receive commenting on the positive relationships their children have with the staff.

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)
	No NMS Recommendations were identified at this inspection

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 policies and procedures and ensure they are all fully reflective of 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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