Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

DASH Playscheme

Ysgol Bro Sion Cwilt
Synod Inn
Llandysul
SA44 6JZ

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

31/08/2022

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About DASH Playscheme

Type of care provided	Children's Day Care Out of School Care
Registered Provider	DASH
Registered places	30
Language of the service	Both
Previous Care Inspectorate Wales inspection	20 August 2019
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	Yes. The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

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 comfortable at the setting. They have positive bonds of affection with care staff and form strong friendships with their peers. Children make choices and are encouraged to express themselves. They are active and curious learners and engage in play-based activities.

Staff follow effective policies, procedures, and routines to keep children safe and promote a healthy lifestyle. They interact well with the children and promote positive interactions and behaviour. Staff are effective in planning suitable activities to support children's learning, development, and enjoyment during their time at the playscheme.

The environment is safe and secure, with regular risk assessments and checks conducted by people who run the setting. They provide an environment that allows children to play and learn indoors and outside. People who run the setting ensure it is equipped with suitable resources and facilities.

People who run the setting manage the playscheme and the staff well. Policies and procedures are reviewed regularly and updated when needed. Staff enjoy working at the setting, helping to create a calm and welcoming atmosphere. Regular reviews are completed on the care provided, which helps people who run the setting plan for improvements.

Well-being — Good

Children are content, relaxed and happy at the setting. They have close emotional bonds with familiar adults that help them feel secure and relaxed. Nearly all children are happy to play alongside each other in line with their stage of development and individual needs. Many children gain reassurance by staying close to familiar care staff when they feel unsettled or in need of emotional support.

Children behave well, in line with their age and stage of development. They are beginning to develop important social skills such as taking turns and sharing with their friends. For example, a few children took turns and played alongside each other on the local beach; digging the sand for a sustained period and helping each other to fill the buckets to build a sandcastle. They show respect for resources and a few children are beginning to help tidy up between activities when asked, *"Shall we tidy up before we go on the bus?"*

Most children show interest in the activities on offer. They concentrate for an appropriate amount of time when they are interested in the activity. For example, children enjoy the sensory activities available to them. Children enjoy the musical instruments and smile while they play with the drums, banging and singing a tune. Other children enjoy listening carefully to the tune being played by the piano.

Children make confident decisions about where they want to play and choose resources independently or with suitable support from care staff. They communicate their needs effectively in a variety of ways, including using language and non-verbal communication and in turn, they receive appropriate responses. For example, children ask the care staff to help push them around on the bikes, "*Can you push me fast?*".

Many children are progressing in the development of their personal and social skills. For example, most children wash their hands independently and communicate what they would like for their snack, choosing what they would prefer. Nearly all children communicate a range of preferences and feelings through their actions, voice, or expression. For example, during snack time a child communicated to the care staff that they would prefer their own lunchbox rather than the snack prepared for the children at the setting. While on the beach, some children communicated that they did not like the feeling of the sand and preferred to not sit on it.

Care and Development — Good

Care staff have a clear understanding about their role in keeping children safe and they follow the setting's effective policies and procedures. Care staff know the procedure they should follow if they have concerns about a child and have up to date safeguarding training. Fire drills are practised regularly so staff and children are aware of the routine to follow if they need to evacuate the premises. Care staff keep appropriate records of any existing injuries on the children. They record accidents and incidents appropriately and these are shared with parents.

Care staff implement routines to help support and promote a healthy lifestyle. Tables are cleaned prior to them being used for snack and children are encouraged to wash their hands throughout the session. Healthy food choices, such as fruit, are made available for snack and children have access to drinks throughout the day to ensure they remain hydrated. Care staff provide children with plenty of chances to be active and get fresh air through opportunities to access the outdoors.

Care staff are good role models, and they have a warm and caring manner with the children. They are polite, well-mannered and treat the children fairly and with respect. Care staff interact well with the children, becoming actively involved in their play and learning when it is appropriate to do so. Care staff manage behaviour well, tailoring their responses to the needs and abilities of the different ages and stages of development of the children.

Care staff know the children well and provide suitable care and experiences for the individual needs of each child. They adapt routines and opportunities to ensure all needs are well catered for. They work collaboratively with a range of support agencies such as health visitors, speech and language therapists, and medical professionals. During our visit, the care staff were working on a 1:1 ratio with the children to meet individual children's needs. Care staff allow children to have free choice in how they spend their time, and plan and offer suitable activities. These allow children to have a range of play and learning experiences. For example, different themed days such as arts and crafts and a music workshop, as well as numerous outings such as to the local beach and a wildlife centre.

Environment — Good

The people who run the setting ensure that children are cared for in a secure and clean indoor and outdoor environment. The entrance is secure, and visitors are recorded so the information can be referred to if needed. Risk assessments are conducted regularly to make sure the environment is free from hazards. The environment is suitably maintained and checked regularly to ensure no new hazards have arisen. Outside is surrounded by secure fencing and is a safe space for children to play.

The people who run the setting ensure the premises and any outside play areas are welcoming, friendly and provide a good environment for play and learning. The playscheme is situated within the school premises, and it is generally set up and packed away before and after each session. It is a suitable space with plenty of room for children to play and take part in a range of activities. For example, children were playing floor games, tabletop games and using the space to sit comfortably and have quiet time or catch up with friends. Outdoors is utilised well, and the setting has use of most areas of the school. This includes a large field, artificially grassed sports area, and fixed play equipment, which children enjoy as they could balance, climb, and swing. The design of the environment ensures that children with additional learning needs can access most areas with ease. The specially designed sensory resources offer a good range of experiences, which engage and develop children's senses. These include coloured lights, sounds and textured play, all within a safe environment that allow children to explore and interact without risk.

The environment is equipped with suitable resources that are appropriate for the ages and stages of development of the children. Resources are of a good quality and are stored appropriately to keep them clean and well maintained. Suitable facilities are available, including toilets and kitchen area for preparing snack. There is a range of suitably sized furniture including chairs, which ensure children can be independent and comfortable. Equipment and resources outside are of a good quality. They give the children opportunities to be active and take measured risks in a safe environment. For example, riding on the trikes and other equipment.

Leadership and Management — Good

People who run the setting have a good understanding of the service and care they offer. They have a clear vision to support children with additional needs to reach their full potential and provide support and advice to the families/carers. The statement of purpose reflects current practice and contains all the required information needed for parents so they can decide if it is the right care setting for them and their children. Policies and procedures are updated regularly, and the setting is currently in the process of going paperless. People who run the setting ensure all paperwork is completed satisfactorily, including children's records and insurance. It is organised well, so it is easy to find the information needed.

People who run the setting understand the importance of evaluating the care they offer. They gather the views of parents and children, and use recommendations from inspections to plan effectively for improvements. A thorough range of risk assessments, including daily checks and fire safety contribute to maintaining a safe service.

People who run the setting manage staff well. They have a robust recruitment program in place that ensures children are supervised well by suitably qualified and trained staff. All required information is gathered for staff files, but these are not always available at the setting as the staff work across a few different sites. Staff confirmed they have regular meetings and opportunities to speak with people who run the setting, so information can be shared, and training identified. Staff we spoke with said they felt confident to approach people who run the setting if needed. They all said they enjoyed working there.

People who run the setting have a good relationship with the school. This helps the children feel relaxed and comfortable. The relationship also allows facilities, resources, and good practice to be shared. The people who run the setting provide suitable support and guidance for parents and carers through regular daily feedback, ensuring care staff keep parents and carers well informed about their child's progress. The people who run the setting work with parents to identify the individual needs and preferences of their children and work with the parents to improve their children's well-being and learning.

Recommendations to meet with the National Minimum Standards

None

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

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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