Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Child's Play at Crwys

Chapel Road
Three Crosses
Swansea
SA4 3PU



Date Inspection Completed

23/05/2023

About Child's Play at Crwys

Type of care provided	Children’s Day Care Full Day Care
Registered Provider	Child's Play at Ltd
Registered places	17
Language of the service	English
Previous Care Inspectorate Wales inspection	This is a post registration inspection
Is this a Flying Start service?	No
Does this service provide the Welsh Language active offer?	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.

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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 confident, happy and enjoy their time at Child's Play. They have a strong sense of belonging and are developing positive relationships and friendships. Children have good opportunities to make choices and take effective decisions about what they want to do.

Staff understand and implement policies and procedures effectively to keep children safe. They are kind towards children, providing positive interactions to ensure children feel valued and happy. Staff consistently use positive behaviour management strategies to very good effect. Staff are skilled in supporting children in their play and learning.

People who run the setting have thorough policies in place and ensure the environment is suitably safe, secure, and well maintained. The environment meets the children's needs well. The setting provides a wide range of resources, allowing children a variety and choice.

People who run the setting are organised and manage the setting well. They strive to develop the provision and are committed to ongoing improvements. They encourage an active partnership with parents and other stakeholders. They successfully embed their policies in the running of the setting.

Well-being — Good

Children are happy and thoroughly enjoy their time at Child's Play. Children have a strong and confident voice, for example insisting that Christmas songs are sung during registration time. Children are engaging communicators. They enthusiastically play with their friends and frequently approach staff to share ideas. They happily approached us to chat and engage us in their play. Older children happily chatted about the after-school provision and spoke maturely and positively about their experiences. They have good opportunities to make choices. Children choose from a range of activities and play opportunities within the familiar structure of the session.

Children are settled and cope well with separation. They have formed positive bonds of attachment with staff. Children who are unsettled receive support and reassurance. They express enthusiasm and enjoyment. We saw them smile, laugh, sing and positively join in with the day's activities. Children happily play alongside each other and together. Clear friendships and bonds of affection are forming. For example, children were observed playing with ride on vehicles. They pushed each other to go faster, however were mindful of each other's safety. Children have a strong sense of belonging and are very familiar with routines. For example, when moving to the hall for the after-school provision.

Interactions between children and staff are consistently positive and often humorous. Children chatter away to staff and receive appropriate and genuine responses. Children interact well with each other. Some children are beginning to take turns and share. For example, we saw two children playing with a doll and pretending to be 'Mum'. They took turns with one child pushing the buggy and the other carrying the doll's potty and then swapped roles.

Children are enthusiastic and interested in their play and learning. They enjoy a very good range of interesting opportunities that promote their all-round development. We saw children enthusiastically participate in a number of engaging adult led activities for example fruit kebab making. Children have opportunities to follow their own instincts, ideas, and interests. We saw children thoroughly engrossed in imaginative play in the role-play area. They pretended to surf and enjoy a day out at the 'seaside' for a sustained period of time.

Children have good opportunities to develop their independence skills. They confidently access their bags, and some children independently apply suncream before outside play. Children access toys and resources freely and choose where to sit at lunch time. They behave well at lunch time and ably feed themselves. During this time, they chat to each other and to staff who sit with them making this time a sociable occasion.

Care and Development — Good

Staff understand and implement policies and procedures to promote healthy lifestyles, personal safety, and wellbeing. Staff have a thorough understanding of their responsibilities to protect children. They confidently answer safeguarding scenarios and have sound knowledge of safeguarding procedures. Staff supervise children effectively. For example, positioning themselves well, whilst supervising children during outside play. They are aware of allergies and individual needs. Appropriate accident and incident records are in place. Staff implement thorough hygiene practices. Children are encouraged to regularly wash their hands and surfaces are wiped down before lunch time. They keep accurate records of the children and staff attendance.

Staff fully understand the behaviour management policy and consistently implement a range of positive behaviour management strategies effectively. They use differing strategies depending on the age and stage of development of the child. For example, older children using the after-school provision are rewarded for positive behaviour with a 'raffle ticket'. A winning ticket holder receives a small prize. They build extremely positive relationships with children and offer encouragement and praise. We heard staff encourage and raise a child's self-esteem when they correctly answered a quiz question, saying, "*Wow! You have impressed me*." Staff have a strong understanding and knowledge of children's development, which reflects on how they manage children's behaviour. Staff are consistently responsive; they genuinely listen and engage making the children feel proud and valued. We heard staff praising children during registration, when they correctly found their name cards. Interactions are very positive, demonstrating warmth and kindness. They know the children well and have extensive knowledge of their needs.

Staff are committed to providing a good range of play and learning activities. We saw staff supporting and extending children's understanding in their play and learning. For example, during story time which focused on insects, a staff member began by teaching children the sign for bug. Staff asked open questions to further engage children with the story for example *"What do we know about spiders?"* Children are introduced to new ideas and vocabulary which extends conversation and promotes curiosity. There is a good balance of adult led and activities that children can independently access. Staff have a sound understanding of when to interact and when to let play unfold. For example, staff demonstrated how children could create a bumble bee from coloured rice but stood back when children preferred to mix the rice making their own patterns and pictures. Staff often use incidental Welsh during the day., We heard songs and counting in Welsh. Parents of children who use the setting told us, "*My child loves the activities put forward by the staff. He really enjoys the learning and development*."

Environment	**Good**

People who run the setting have comprehensive policies in place and ensure the environment is suitably safe, secure, and well maintained. Staff complete effective and accurate general risk assessments, which are regularly reviewed, and any identified hazards are swiftly addressed. The setting is clean, tidy and well maintained. Thorough cleaning routines are in place which ensure that the environment is well managed in terms of infection prevention and control. The premises both inside and outside is secure, and a robust system is in place to record any visitors to the setting. People who run the setting ensure they carry out an appropriate number of emergency fire drills at varying times.

People who run the setting make certain the environment has very good indoor play space which children freely explore. The classroom setting is bright, welcoming and accessible. The children benefit from colourful displays which promote literacy and numeracy skills. Children's work is displayed which strengthens their connection to the space. The room is divided into interesting areas which support children in their play and learning. Children have opportunities for role-play in a well-resourced themed area, currently set up as a seaside resort. People who run the setting ensure that the outdoor play space is used often. Careful consideration and planning of outside areas, as well as interesting and varied resources and play equipment, challenge and stimulate children's curiosity and interest. For example, children are involved in planting summer flowers in containers and checked on the flowers during outside play.

People who run the setting provide a wide range of resources, allowing children a variety and choice. They provide diverse resources for all ages and stages of development. For example, through multi-sensory activities, craft activities, and role-play. Children can access toys and resources easily, as they are stored at low level or within their reach. Older children who attend the after-school provision enjoy themed activities on different days, for example cookery club and art club. Older children spoke positively about these activities and the resources available to them. The service promotes diversity, equality, and a variety of celebrations.

Leadership and Management — Good

People who run the setting are effective in the way they manage and operate the service and are committed to ongoing improvements. They have a strong vision that they share effectively with others and regularly review. They update the setting's policies and ensure staff implement these in practice. There is a statement of purpose in place which provides an accurate picture of what the service offers. This enables prospective parents to make an informed decision about using the service. People who run the setting have worked positively with Care Inspectorate Wales (CIW) during the course of this inspection.

There are strong procedures in place for self-evaluation of the setting. The quality-of-care review is a purposeful and thorough document which strives to include the views and opinions of children and parents using the service. It clearly identifies strengths of the service and prioritises areas for improvement. The people who run the setting implement safe recruitment procedures to safeguard children. They carry out regular appraisals and informal supervisions providing support and an opportunity to discuss any issues which may arise. However, supervisions are not formally recorded.

People who run the setting have developed meaningful and positive relationships with parents and carers. There are effective systems in place to keep parents well informed about their child's time at the setting. Thorough verbal handovers are exchanged between staff and parents at the start and end of sessions. This is a real strength of the service. Parents we spoke to on the day of our visit were extremely positive about the setting highlighting good communication and supportive staff as particular strengths. The people who run the setting have a positive relationship with the staff at the school in which the service is based. Feedback received from questionnaires of parents and children were very positive. One child commented that the best thing about coming to the setting is that it is *"Fun, fun, fun."*

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)
Keep written records of staff supervisions.

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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Date Published 17/07/2023