Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Child's Play

C/o St Davids Rc School
Westcross Avenue
West Cross
Swansea
SA3 5TS



Date Inspection Completed

13/02/2024

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About Child's Play

Type of care provided	Children’s Day Care Full Day Care
Registered Provider	Child's Play At Ltd
Registered places	34
Language of the service	English
Previous Care Inspectorate Wales inspection	Post registration inspection
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	The service is working towards providing an 'Active Offer' of the Welsh language and intends to become a bilingual service or demonstrates a significant effort to promoting the use of the Welsh language and culture.

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 settled at Child's Play Saint Davids. They make choices and decisions about what and where they play. Nearly all children have good relationships with one another and staff. They enjoy a range of opportunities, both inside and outside.

Staff understand and implement policies and procedures to promote safety for children. They interact and engage successfully, using positive reinforcement regularly. Staff provide a range of play and learning activities.

Leaders have effective policies and practices in place. They ensure the environment is suitably safe, secure, and well maintained indoors and outdoors. Children access activities and resources, most of which are readily available to them.

Leaders have a good understanding of the regulations and national minimum standards. They have a clear vision and are keen to drive improvement. They have acted promptly to implement changes following the inspection visit.

Well-being — Good

Children have good opportunities to make choices and have their voice heard. They decide what activities they want to take part in. For example, we saw children choose to fold origami, play in the home corner, and make playdough or slime. They can choose if they would like to play inside or outside with free flow encouraged at some parts of the day. Children confidently ask, *"can we have the blocks?"* with their wishes met.

Children are happy, settled and cope well with separation from their parents or carers. They know the routine well. We saw children access their drinks at mealtimes and line up to use the bathrooms. Nearly all children have positive relationships with each other and staff, even though, for some children this was their first time attending holiday club. We saw them laugh and smile whilst playing. They tell us they enjoy attending.

Children enjoy their time at the setting. They interact with each other and adults, in line with their age and stage of development. We saw older children share and cooperate whilst making loom band bracelets. They told us how to make the bracelets with detailed instructions and actions. Nearly all children are active, engaged and play well together. Younger children are beginning to share and are developing their skills with support from adults. For example, staff remind children to use kind hands with their friends. Children explore the environment and engage in mostly child led activities.

Children are interested in their play and learning. They access a range of opportunities within the setting and follow their own interests. They engage in a range of play. Younger children told us the ingredients used to make playdough. They took turns to stir, with support from adults. Staff ask, *"What does it feel like?"* Children reply, *"Its sticky. We need flour!"* with more flour provided. Children take pride in building 'towns' with wooden blocks making large towers and bridges. They confidently explore the undercover outside area.

Children are developing their independence skills suitably. They wash their hands and access the bathrooms independently, or with support if needed. Children feed themselves and support staff with tidying up. They are learning to take responsibility for their belongings and hang up their coats and bags in the cloakrooms.

Care and Development Good

Staff understand and implement policies and procedures to promote the safety and wellbeing of children. They have a good understanding of their role in protecting children and answer safeguarding scenarios. Nearly all staff have completed mandatory training, including, child protection, first aid, and food hygiene. Accident, incident, existing injuries, and medication records are mostly complete by staff and countersigned by parents. Parents provide children with a healthy packed lunch and snack. A nut free zone is promoted across the setting. There were basic systems in place to meet allergy and dietary needs. Following the inspection visit, leaders confirmed more detailed information will now be recorded. Overall, there are suitable cleaning and hygiene practices in place. We saw staff clean tables and follow nappy changing practices appropriately. Children wash hands prior to meals. However, there are inconsistencies with staff hand washing. Following the inspection visit, effective handwashing posters have been introduced.

Staff understand the behaviour management policy and implement positive strategies. They use positive reinforcement, encouraging children through praise. We heard staff say, *“Good girl/boy”, “Da lawn”,* and *“Well done”.* They encourage children to use “*kind hands*” with their friends. Staff are caring and responsive, they know most children well. Staff welcome children and ask about their holiday plans. They listen and communicate successfully. Interactions are positive, demonstrating warmth, kindness, and patience. Staff support children in their play. Engaging and interacting at children’s levels, often sitting on the floor or at a table with them. At lunch time, they discuss the size of drink bottles to work out which is the largest and smallest. Staff recognise children’s efforts, commenting *“that’s such good counting”* when engaging in water play. Staff are positive role models. They engage and develop children’s learning naturally through their play.

Staff provide a balance of child and adult led play and learning opportunities. They play alongside and support children in their learning. We saw staff and children share a story, with children recounting what the story. Staff ask questions, such as, how water feels, with children commenting *“hot and cold”.* Some staff use sign language to support children. For example, using the ‘finished’ sign, when turning off the taps. They are implementing the Curriculum for Wales. Children take the lead in free play and the activities or resources available to them. Staff undertake observations and record children’s next steps. Planning covers topics, themes, and activities. They recognise if children have emerging needs and act. There are systems in place to support children who have additional learning needs. Basic Welsh is being introduced with children.

Environment — Good

Leaders ensure the environment is safe, secure, and well maintained. The main door has a video link telephone entry system in place and all visitors sign in. There are a range of risk assessments, including the building, alongside other activities, such as trips to the beach and food tasting. Staff complete daily and monthly visual health, safety, and cleaning checks. Regular fire drills are complete at different times of day. Appropriate electrical, fire extinguisher and boiler safety checks remain current. Effective cleaning routines are in place.

Leaders provide a flexible environment. The indoor play areas provide children with space to freely move, with a base room for toddlers and one for preschool, after school and holiday club. Children access suitable toilets and an appropriate nappy changing area is available. A sleep room allows for younger children to rest safely, away from where children play. Much of the equipment is at low level for children to access independently. There are a variety of bilingual displays which stimulate children's learning and reflect their own work. We saw self-portraits of children's families, which promote a sense of belonging. The outdoor play spaces have a range of opportunities, with separate secure undercover areas directly accessible from the playrooms. Further outside play space is accessible and a large secure field can be used during holiday times. However, this was not viewed during the inspection visit. Wet weather all in ones are available, allowing children access outdoors in all weathers.

Leaders provide suitable quality, developmentally appropriate play and learning resources. They told us, the toddler room is in the process of being redeveloped to provide children with more facilities and zoned areas of play. Overall, they provide resources for all ages and stages of development, which contribute to the children's all-round development. For example, through role play, construction play, sensory and creative activities. They provide resources and learning opportunities which promote children's curiosity about wider society, celebrating equality and cultural awareness.

Leadership and Management — Good

Leaders engage positively with CIW and are keen to drive improvement. There is a strong vision for the setting, which is shared with others. They meet the national minimum standards and regulations. Leaders inform CIW of any significant events at the setting and generally keep us up to date with changes via the online portal. Following the inspection visit we received a staff matrix. Registers for children and staff are complete. However, at the time of inspection, it was not clearly recorded when staff take their breaks or if they leave on a school run. Following the visit, a new system for recording staff breaks has been implemented. Consent forms are in place for a variety of activities at the setting. Policies, procedures, and documents are regularly reviewed. Following our inspection visit, a number have been updated to reflect changes in legislation. They have appropriate public liability insurances and ICO certificate.

Leaders have effective self-evaluation systems in place. They seek the views of children, parents, and other professionals. Within the review they reflect on what they do well and how they can improve. Leaders confirm they are always evaluating and reflecting on the provision. They lead by example, providing a supportive and effective team working environment.

Leaders follow robust recruitment processes to safeguard children. There are recruitment procedures and suitability checks in place. All staff have current and up to date Disclosure and Barring Service (DBS) checks. Induction is complete. Staff have support from their leaders, with regular supervisions and appraisals undertaken. Although supervisions are complete, they could be more effective. Following our inspection visit, a supervision agreement and policy have been introduced. Alongside a new proforma, to provide opportunities for more effective supervision. Team meetings regularly take place.

Leaders have established relationships with parents and carers. They link with a range of professionals, which enhances the provision to children and families attending the setting. For example, seeking grant funding to develop the provision. Parents are kept informed of their children’s day using social media and verbal discussions. As part of the inspection process, we gained feedback from parents. Comments were positive.

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)
Standard 10 - Healthcare	Ensure consistency with staff handwashing to promote effective hygiene practices
Standard 5 - Records	Ensure all regulatory records are fully complete

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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