Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Stay and Play Mount Pleasant

Mount Pleasant Primary School
Ruskin Ave
Rogerstone
Newport
NP10 0AA



Date Inspection Completed

18/04/2024

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About Stay and Play Mount Pleasant

Type of care provided	Children's Day Care Out of School Care
Registered Person	Nicola Speight
Registered places	56
Language of the service	English
Previous Care Inspectorate Wales inspection	Post-registration inspection
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	**Adequate**
Care and Development	**Adequate**
Environment	**Adequate**
Leadership and Management	**Adequate**

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

Summary

Children are happy and have fun at the setting. They choose from an adequate range of activities. Children interact well with their friends and form positive relationships with staff. They have some opportunities to share their ideas and opinions.

Most staff have an adequate understanding of safeguarding and satisfactorily implement most of the setting procedures. They support children's play and development through an appropriate range of activities.

People who run the setting liaise with the local authority to ensure the environment is appropriately maintained. The main entrance into the school building is not locked and is only monitored by school staff during core school hours. Space indoors and outdoors is suitable for the number of children being cared for as they use the school hall, toilets and outside facilities. There is a limited range of age-appropriate resources, toys, and equipment due to current lack of storage facilities.

People who run the setting have a satisfactory understanding of the National Minimum Standards and Regulations. They are motivated to further develop the setting and are keen to make improvements to benefit children and their families. However, supervision of staff has not been embedded into working practice.

Well-being — Adequate

Children express themselves confidently and are listened to, which makes them feel valued. They have some opportunities to make decisions about how they spend their time and make suggestions to influence their play. For example, most children chose to play outside whilst a small group chose to remain inside and play with the craft activities. Children are offered a choice of foods at snack time.

Children develop a sense of belonging and form positive relationships with staff. They are familiar with the setting as the service is based within their school. They are familiar with the routines of the service, which helps make them feel secure. For example, they store their coats and bags on a bench at the beginning of the session and later quietly sit waiting for snack.

Children enjoy being in one another's company and benefit from forming friendships with a mixed age group of children. They learn to respect each other and the resources, sharing and using equipment appropriately. For example, we saw children sharing pens and paper when colouring in images and playing with a soft football with their friends. Children confidently approached us during the inspection and expressed delight in some of the resources they had access to.

Children are engaged in their play. They access a reasonable selection of play opportunities and can also relax and have quiet time or choose more physical activities. For example, one child told us they loved playing outside because they *"Get to be free!"* Children took the opportunity to run and chase one another outside, they were laughing and clearly enjoying themselves.

Children learn self-help skills and are encouraged to carry out tasks independently, which enhances their self-esteem. They use the bathroom facilities independently, washing their own hands. Children cannot easily access resources as they are stored away between sessions, but staff try to plan ahead and make the resources as accessible as possible. Children are encouraged to choose their own snacks.

Care and Development — Adequate

Staff have a suitable understanding of how to supervise children to keep them safe and promote good hygiene. They ensure children wash their hands before snack and after using the bathroom. Staff encourage children to eat healthily and to choose a variety of fruits during snack time. They remind children to drink frequently to keep hydrated. They ensure children have lots of exercise during outdoor activities and carry out termly fire drills with the children so that everyone knows how to quickly exit the building during an emergency. They complete accident and incident forms appropriately and share these with parents. However, not all staff are confident in implementing all of the setting's procedures. Whilst they ensure children are signed in and out promptly, staff do not always sign themselves into the staff register to accurately record who is present. Some staff have a good understanding of their safeguarding responsibilities, but this is not consistent throughout the staff group. We also found that when discussing children's health needs with staff, there was confusion about their role. This was addressed during the inspection to ensure all children's individual health needs can be met confidently.

Staff welcome children into the club and chat to them about their day at school. They are respectful towards children and each other. Staff engage with children and the children feel comfortable in their company. Staff praise children for positive behaviours, such as being kind and helpful. They offer simple, clear explanations to help children manage their own behaviour. For example, a staff member noticed when some physical play was getting a little boisterous. They spoke calmly, but firmly to the children who responded well and regulated their behaviour.

Staff plan some activities that appeal to children's interests, and also encourage lots of child led play, both inside and outside. They know that many children enjoy colouring and crafting and so make these resources easily available to children. Older children enjoy relaxing with their friends at the end of a school day and staff respect these decisions.

Environment — Adequate

The service operates from within Mount Pleasant Primary School and has good space for children to play. Staff carry out daily safety checks and eliminate potential hazards to children's safety. However, the main entrance into the school building is not locked and is only monitored by school staff during core school hours. The safety checks for the gas boiler are up to date. However, the Electrical Installation Conditions Report (EICR) highlighted that work is necessary to the installation and the RP has contacted the Local Authority for an update as they are responsible for this work. Overall, the premises used by the setting are suitable for children.

The service operates from the school hall and is a pack away service. At present there is access to only limited storage which impacts upon resources that can be stored and made available to children. Children can use the enclosed outdoor play area, which is spacious and well presented, with climbing and balancing areas and space for ball games and running. Staff supervise these areas well so that they can monitor entrances effectively, and ensure children know which areas they are not to access. Children independently access the school toilets which are cleaned regularly by the school cleaner. Tables and chairs are appropriately sized for the ages of the children attending. These allow for children to undertake tabletop activities and eat snack in a sociable manner with their friends.

Toys and resources available are clean and of suitable quality. The RP reviews the toys and resources and has plans to increase them in line with children's interests. At present there is a limited range of toys and resources for the children attending and the RP will implement her plans to extend children's choice of resources once access to suitable storage improves. However, children appear happy with the resources they do have access to, and parents told us about activities which included planting seeds for children to then take home to grow.

Leadership and Management — Adequate

Leadership of the service has not been effective. There has been instability within the management team, with a number of successive persons in charge (PIC) which has impacted upon how the service has operated. The leader of the service is motivated to improve and develop the service and has identified areas needing attention. The statement of purpose reflects an accurate picture of what the setting has to offer, however some records such as the Operational Plan did not reflect current managers at the setting. Required policies and procedures are in place, however these have not been reviewed regularly and some, such as the safeguarding policy, require further information. People who run the setting ensure staff have a current disclosure and barring service certificate (DBS). We examined a sample of four staff files and found them to contain mandatory information evidencing safe recruitment of staff, but discussed evidencing some gaps in employment which leaders said they would address immediately.

The leader is aware of the responsibility to review annually the quality of care provided. The current report is evaluative and identifies areas for development whilst also considering the feedback from parents and children. There is a complaints policy in place, and it includes information on how children aged eight and above can raise a complaint, although no complaints have been submitted.

Leaders ensure most staff are appropriately qualified in playwork, childcare or both and that there are enough staff with a current Paediatric First Aid certificate to care for children. Staff meetings address any issues and provide staff with time to share ideas. Whilst leaders undertake annual appraisals with staff, there is little evidence that regular supervisions are undertaken to ensure staff are clear about their roles, responsibilities and implementation of procedures. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Staff we spoke to told us they enjoy working at the club and feel very much part of a team.

Leaders keep parents updated about their child’s time and experiences at the service. They speak with parents at the end of the day to share information. Parents we spoke with are very happy with the service. They feel their children make progress and enjoy attending the setting. Parents feel they have good communication with staff members.

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

29	The Registered Person must ensure that all staff have thorough induction and regular supervisions and appraisals, to monitor that staff understand their roles and responsibilities and can implement the services procedures to keep children safe and healthy.	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 22 - Environment	Update the risk assessment regarding access to the service via the main front door school entrance to ensure the physical environment is safe and secure,
Standard 23 - Equipment	Ensure there is sufficient suitable toys and play resources available to provide stimulating activities and play opportunities for the children.
Standard 18 - Quality assurance	Review all policies annually, or as necessary, prioritising the safeguarding and lost child policy and procedures and ensure all records pertaining to the service are accurate, including the Operational Plan.

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)
Ensure staff sign in and out of the staff register accurately and promptly.

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 22/05/2024

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Area(s) for Improvement		
Regulation	Summary	Status

29	The Registered Person must ensure that all staff have a thorough induction, and receive regular supervisions and appraisals, to be assured that staff understand their roles and responsibilities and can confidently implement the services' procedures to keep children safe and healthy.	New

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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 22 - Environment	Update the risk assessment to include the service via the main door entrance to ensure the physical environment is safe and secure.
Standard 23 - Equipment	Ensure there are sufficient toys and resources available to provide stimulating activities and play opportunities for the children.
Standard 18 - Quality assurance	Review all policies annually, or as necessary, prioritising the safeguarding and lost child policy and procedures, and ensure all records pertaining to the service are accurate, including the Operational Plan.

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