



Arolygiaeth Gofal
Cymru
Care Inspectorate
Wales

Inspection Report

Stay and Play Malpas Court



Malpas Court Primary School, Whittle Drive, Newport, NP20 6NS



07432482407

Date(s) of inspection visit(s):

21/05/2025, 14/05/2025

Service Information:

Operated by:	Nicola ANDERSON
Care Type:	Children's Day Care
Registered places:	24
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The service provider is not meeting the Welsh language and culture needs of people and this requires improvement.

Ratings:



Well-being

Adequate



Care & Development

Adequate



Environment

Adequate



Leadership & Management

Adequate

Summary:

Children are confident communicators and express themselves appropriately. They have opportunities to follow their own interests and direct their play suitably. Children are familiar with the daily routines. They interact with their friends and the staff who care for them positively. Children are engaged in their play and learning experiences. They are developing their independence skills appropriately.

Staff interactions with all children are positive, demonstrating warmth and kindness. They are developing their understanding about their roles and responsibilities. Staff promote most healthy practices suitably. They are developing their understanding about their roles and responsibilities. However, training throughout the staff group is not consistent to ensure working practices are fully understood when delivering care.

Staff organise interesting play and learning experiences for younger children, however, resources are limited for children who attend after school sessions.

The staff team work hard to ensure that the environment is clean and welcoming. Generally, staff work hard to make sure children have access to age-appropriate toys and resources which are of suitable quality. Although the outdoor play area is regularly used, the quality of some of the resources is not suitable. Resources for older children are limited.

The person in charge along with the staff, runs the setting appropriately. They have built positive partnerships with parents and carers. Daily running of the setting has suitable routines which help children to feel happy and settled. However, improvements are required to meet with regulations and standards.

Findings:



Well-being

Adequate

Children speak confidently and make their requests politely. They spoke excitedly asking visitors what they were doing. On arrival from nursery children look happy and settle quickly. There was lots of happy chatter about their morning telling staff what they did at nursery.

Children settle quickly sitting as a whole group to register which is followed by singing their favourite songs. They happily counted on their fingers singing 'Five little speckled frogs'. Children approach staff with ease to make requests and enjoy having a cuddle. Children are familiar with the daily routines and take care when going outside to play. They organise themselves well, forming a line as a train to go out in single file. They accept that sun lotion has to be applied and wait patiently to allow staff to check.

Children interact appropriately with each other. They are learning to share and take turns. For example, they took turns drawing on paper and then swapped chunky pens with their friends to continue their own drawings. Children shared the utensils in the water tray outside exploring and scooping the water from one container to another. They are learning about kindness, for instance, a younger child showed how they cared for the teddy bear and gently gave it a kiss. Children are learning to do most things for themselves with suitable encouragement from staff.

Children are active and curious learners. They enthusiastically sing their favourite Welsh nursery rhyme. Younger children have toys and activities that are suitable for their age and stage of development. However, older children who attend after school sessions have limited resources that are suitable for their age. We saw older children settle and play with toy cars and run around the school gym where the main playroom is situated, but we noted older children quickly became disengaged and floated around from one activity to another. We also heard older children asking for things to do. Staff have to work hard so that older children can sustain their concentration on activities. During the morning children played outdoors. For example, they took turns to climb onto the large wooden boat pretending to sail it. Some children enjoyed pedalling wheeled toys and confidently rode the three wheeled scooters around the patio area. We observed a younger child attempting to ride down the stone steps with their scooter. This can be dangerous and cause injury. We noted that the role play equipment such as the play kitchen units and storage trays were weathered and not clean most of the equipment in role play looked tired and not fit for purpose. We discussed this with the person in charge. The equipment was removed the following day and photographic evidence was sent to CIW satisfying us that improvements had been made.



Mostly staff follow an effective range of policies and procedures which help keep children safe and healthy. They are familiar with the child protection policy knowing the process to follow should they have concerns about a child. Sufficient staff have attended appropriate safeguarding, and paediatric first aid training. However, majority of staff did not hold current food and hygiene training. We noted staff who do not hold current training prepared and handled food such as snacks and helped children unpack their sandwiches from their lunch boxes. There are effective nappy changing process in place although we did not observe any nappy changing during the session as most children are suitably toilet trained. Staff encourage children to wash their hands with soap and water and develop their personal hygiene practices effectively.

Staff know children well. They are patient and considerate with children and have a warm and kind approach towards care giving. Staff consistently value children's efforts and celebrate their achievements. They support children to speak and express themselves confidently. Staff recognise children's home language, culture and have created a homely environment. They have an appropriate understanding of positive behaviour management. They practice effective strategies to support children to learn to take turns, share, co-operate and be kind to their friends. We noted a particular strength of staff was their ability to support children with Additional Learning Needs (ALN). For example, on arrival a child who had a busy and stressful day arrived at the after-school session was given plenty of time to settle down. When they needed to relax further, a member of staff made space for the child to lie down, gently patting their back to sooth the child to have a nap. This showed great empathy.

Staff record children's daily hours of attendance consistently and record their own time of arrival and departure. They accurately record accidents and incidents, and these are acknowledged by parents and carers to evidence they have been kept informed.

Staff have a responsive approach to activity planning for younger children which affords children the opportunity to direct their own play appropriately. Staff develop individual learning journals which include examples of children's work and achievements and parents are invited to view these when possible. Staff organise interesting activities indoors. For instance, while playing a matching card game staff introduced new words to extend younger children's vocabulary. During song time they used a variety of visual aids to bring the story to life.



Environment

Adequate

Leaders make sure that the indoor environment is clean and welcoming. The person in charge (PIC) has suitable measures in place to ensure everyone understands most of their responsibilities in relation to the safety and welfare of children. Some risk assessments are in place, such as the gym which is used as the main play area for the setting. However, there were no risk assessments for indoors or outside spaces and no daily visual check lists for other rooms including the toilets. The lack of risk assessments and daily checks can lead to emerging risks going undetected or insufficiently responded to. For example, we observed a younger child attempting to ride a wheeled toy down the stone steps adjacent to the patio area. Although staff stopped children from continuing this activity the area was not made safe and therefore remained a potential risk which could have caused serious injury. We expect the provider to take action and will follow this up at the next inspection. Children develop their nurturing skills by learning about planting and growing flowers in the raised boxes. Some health and safety checks have been conducted, such as the contents of the first aid box is up to date.

Staff accurately record accidents and incidents, and these are acknowledged by parents and carers to evidence they have been kept informed. We were told that all areas of the school, including the Stay and Play setting, have annual safety certification. Regular fire drills are conducted and an accurate log is completed.

Staff make sure the layout of the indoor play areas promote younger children's independence enabling them to freely explore and make their own choices about what they want to play with. Play areas are suitably organised with age-appropriate toys and resources. Most of the furniture is suitable for the ages cared for however, equipment such as toys and resources are mainly planned and suitable for younger children who attend sessions during the day. Older children have limited toys and activities that can engage and challenge them. There are a suitable range of books available, and these are displayed attractively encouraging children to read them. Staff ensure there is a designated area for children to store their personal items and this creates a sense of belonging. The setting has a small room where children's artworks are displayed, showing children's efforts are valued.



The person in charge and staff team are hardworking and are dedicated in their role in caring for children. Overall, the setting is managed adequately, however, improvements are required to meet with regulations and standards.

Leaders have written a satisfactory statement of purpose (SOP) with the required information for parents and carers to make an informed decision about the service. However, the SOP does not include information on how children, parents and carers can contact or raise concerns with Care Inspectorate Wales (CIW) if they are not satisfied with an outcome of their concerns. Policies and procedures and record keeping are generally in place, but not all of these have been recently reviewed and updated. For example, the medication policy does not contain current reference to the Welsh Government guidance for the administration, storage and record keeping of liquid paracetamol. We viewed individual children's records and noted that some records were limited. For example, the additional learning needs (ALN) records for individual children did not include risk assessments pertinent to their specific needs. We looked at children's contracts and noted that some contracts were not fully completed to include an emergency contact in case parents cannot be contacted in an emergency.

Leaders are notifying CIW of significant events or changes to the setting. The registered person was not able to be present for inspection or feedback which was attended by the PIC in their absence. The registered person has completed a review of the quality of care. This report is adequate and gives an adequate account, drawing on the comments gathered from all those using the setting. Leaders seek and implement the suggestions of children, their parents and carers, staff and professionals about what improvements could be made. Staff supervisions are conducted regularly, however, these need to include information about individual staff practice. Staff files are accurately including temporary staff who stand in.

Staff have established good relationships with parents. Parents spoken to during the inspection told us that their children are happy and settled, they enjoy their sessions and look forward to coming to the setting. Children told us that they like coming to the setting because they have 'Nice friends' and they like the staff who look after them.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

The table(s) below show the area(s) for priority action and/or those for improvement we have identified.

Summary of Areas for Improvement	Date identified
Children's safety is at risk because the provider has not thoroughly identified and reduced unnecessary risks to children. Risk assessments are not robust and not all areas of the setting accessible to children are considered.	21/05/25

CIW has not issued any Priority action notices following this inspection.

National Minimum Standards

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.

Standard	Recommendation(s)
Standard 12 - Food and drink	Ensure all staff are up to date with all mandatory training including food hygiene training.
Standard 23 - Equipment	Ensure resources, toys and activities meet the need of all children including older children who attend after school sessions so that they are suitably challenged.
Standard 23 - Equipment	Ensure outdoor play resources are maintained well and suitable for children of all ages.
Standard 3 - Assessment	Ensure daily checks are conducted to check all areas of the setting and any issues raised are reported to management to resolve.
Standard 5 - Records	Ensure all registration forms are fully completed at the point of signing contracts for example, all contracts should include emergency contact details for all the children.
Standard 1 - Information	Ensure all policies and procedures are regularly updated. with regards to the medication policy update the policy to include reference to current Welsh legislation and guidance with particular regard to the medication policy. Policies and procedures need updating and including CIW contact details.
Standard 14 - Organisation	Ensure statement of purpose include information regarding how parents and carers can raise concerns with the regulator CIW if raising concerns with the setting has not been satisfied
Standard 3 - Assessment	Ensure that children with ALN have risk assessments pertinent to their own needs and these form part of their individual records.

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