



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru  
Care and Social Services Inspectorate Wales

# Childcare Inspection Report on

**Springfield @ Pen Y Bryn**

**Ysgol Pen y Bryn  
Wentworth Avenue  
Colwyn Bay  
LL29 6DD**



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## **Description of the service**

Springfield @ Pen y Bryn has been registered to care for 90 children. The responsible individual is Suzanne Edwards and the person in charge is Eirian Hughes. Children from 3 - 11 years old are able to attend the club. The club is held in a classroom in Ysgol Pen y Bryn with snack preparation and toilet facilities and suitable storage area for equipment and the children's belongings. The children have access to an outside area, which comprises of part of the school yard with adventure equipment, multiple use games area and the school field.

Provision is through the medium of English, with the use of some Welsh vocabulary.

## **Summary of our findings**

### **1. Overall assessment**

Children are happy and content and enjoy the time spent with staff and their peers and enjoy the activities provided. Staff respond to the children's requirements and the relationship between them is a relaxed and happy one. Staff are well qualified and very experienced and are very familiar with the children. They are motivated and strive to make a difference in children's lives. The leadership and management is very efficient and ensures the best use is made of all resources. The care provided is warm and loving which creates a perfect environment in which to relax after a day at school.

### **2. Improvements**

There were no issues raised in the last inspection. The service continues to maintain its high standards.

### **3. Requirements and recommendations**

We have made one recommendation related to well-being, one recommendation related to the environment and two recommendations related to leadership and management which include giving more opportunities to develop children's independence, ensuring safety levels of equipment, measures to improve responses to parent questionnaires and including details of session routines in the statement of purpose.

# **1. Well-being**

## **Summary**

The children are happy, confident and content and enjoy their time in the club. They feel comfortable in their surroundings and this promotes their self-assurance and their social development. Children are happy being cared for by staff who give attention to their individual needs. Children benefit from attending the club and they receive warm and respectful care.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children receive maximum attention and are given opportunities to express what they would like to do and they are listened to.

Children benefited from a wide variety of activities to choose from and responsive staff who meet their needs and requests. Children express their views and know that their ideas are listened to, for example they chose to play in the outdoor areas, and we were told that this was a popular choice. Children were able to choose from different activities such as football, playing with the adventure resources, climbing wall, playing ball games or just running around. As it got dark the children went inside. There was a wide variety of activities for them to choose from such as board games, puzzles, jigsaws, Lego, card games and art and craft activities. The children were given the freedom to engage with an activity of their choice and change activities when they wished to do so. We were told that the children fill in questionnaires to express their opinion of the service but these were not available for us to see. Also the children are consulted when new resources are being purchased to further improve their experience in the club but there was no record of these discussions.

Children benefit from the various opportunities to express themselves, every child's voice is respected and they are listened to.

### **1.2 To what extent do children feel safe, happy and valued?**

Children are content and happy with the staff and chat freely with them. Many of the children were confident and happy to chat with the inspectors.

We saw the positive relationship that exists between the children and the staff, which enabled the children to build friendships with adults and peers and to show respect towards others. The children were familiar with the routine at the service and knew that firstly they would have a snack before engaging with the various activities. We chatted with some of the children who told us they felt they were appreciated by staff who knew them well and were able to engage them in conversation about their families, their home life, their hobbies and achievements and their day in school. This close relationship meant that children were

confident that their feelings, likes and dislikes were known to staff and gave them a sense of belonging. This further developed the relationship between them.

The children feel comfortable and content in the care of the staff and they are treated with respect and decency.

### **1.3 How well do children interact?**

Children interact well and are learning to control their behaviour, co-operate, take turns and help others. They are learning how to build relationships with others.

Almost all children interact and co-operate well with their peers and adults which was evident in the relaxed and happy atmosphere in the club. Children benefit from the consistent and regular encouragement about acceptable behaviour. They receive positive persuasion, constant praise and the use of gentle voices to encourage them to demonstrate acceptable behaviour in the club. This stimulates the children to behave in a way that is acceptable to others and to gain praise from the staff. Children chatted with each other during snack time which created a lovely sociable atmosphere and allowed them to build relationships with their peers as a result. The relationship between the children and the staff was warm and friendly with much leg pulling from both sides whilst also maintaining respect for each other. Children were seen co-operating with each other, taking turns amiably when playing board games and the older children modelled how to play harmoniously with each other. The children were treated with respect and this influenced how they treated others.

Children are led by a good example on how to build a happy relationship with others and also to respect others. This is effective motivation in their social development.

### **1.4 To what extent do children enjoy their play and learning?**

Children thoroughly enjoy the opportunities to play and relax, and are fully engaged with the activities on offer.

Children were busy taking part in a wide range of various activities, which included a variety of indoor and outdoor activities. Children had extended periods of uninterrupted play while playing football, as well as frequent opportunities for adults to play alongside the children on the adventure playground. Children were given opportunities to be adventurous and develop their physical skills. We saw that some of the children concentrated on one activity for a long period of time before doing something different. Some children played happily on their own and some were in groups. The children enjoyed their activities even more when the staff joined in with games or puzzles and we constantly heard requests from the children for this. Children were busy and fully engaged with their activities which had a positive effect on behaviour. While chatting with some children we were told that they appreciated the care and constant attention they receive.

The children have sufficient opportunities to participate in a wide variety of activities. This maintains their interest and adds to their enjoyment when attending the club.

## **1.5 How well do children develop, learn and become independent?**

The children receive frequent and varied opportunities to develop socially and become independent.

Children received opportunities to nurture their independence such as choosing their activities and with whom they spent their time. We saw children helping to tidy up and a number of them did this spontaneously. At snack time children were able to choose their favourite sandwiches and some children cleared their plates independently afterwards. However, we noticed staff clearing for some of the children, and would ask that consideration is given to allocating table clearing duties to raise children's awareness of their responsibilities and further build their independency. We were told that children usually cleared their own plates, but delegating duties would ensure that this happens every time. All children were reminded to wash their hands which they did independently and also using the toilet facility. Children's independence was further promoted as a variety of resources was set out for them to access independently.

The children receive effective encouragement to be independent and accessibility to resources contributes to this.

## **2. Care and Development**

### **Summary**

Staff have succeeded in building a warm relationship with children and have created a caring environment. Staff are familiar with and show a good understanding of key policies and procedures and they know when and where to seek help.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff are familiar with the broad range of procedures that are in practice to ensure the safety and health of the children.

In conversation staff we spoke with told us they were fully conversant with the Child Protection Policy and knew which steps to take if they had concerns about a child in their care. We found that the staff at this service attended courses in the field of Child Protection, First Aid and Food Hygiene regularly. Staff members have achieved Level 2 in Food Hygiene and we saw them implementing safe practices during snack time. Staff provide children with healthy snacks, and we saw evidence that they are aware of procedures relating to infection control. For example we heard staff reminding children to wash their hands before snacks and at regular intervals.

Staff are responsible for collecting children from individual classrooms and taken to the club classroom together. A daily register is kept and was seen to be complete and current. Parents are required to sign the register when they collect their children from the club. When children are taken outside they are counted on the way out of the classroom and again when they return to ensure safety levels. Regular fire drills are held every half term and a detailed record is kept. We also saw a current and detailed risk assessment which is updated regularly and any actions taken clearly noted. Also the staff check the premises for safety issues daily and this is recorded. We saw staff giving children timely reminders about safety for themselves and of others.

This is a well organised club and staff take extensive steps to ensure that they successfully keep children safe and healthy.

#### **2.2 How well do practitioners manage interactions?**

The staff promote positive behaviour at all times. The children are treated with respect and are continuously given a clear example of acceptable behaviour.

The staff have built a warm relationship with the children which creates a friendly environment in the club. Children are free to relax and enjoy themselves after a tiring day at school. We saw staff chatting with the children at snack time about their families and their hobbies and taking an interest in what the children had to say. Staff modelled positive behaviour and encouraged the children to be polite. The children displayed positive behaviour at all times because they were kept busy and were fully engaged in a variety of

activities which contributed to the happy and content atmosphere. Staff were heard praising the children consistently.

The staff have succeeded in setting behaviour boundaries while allowing the children the freedom to be relaxed and happy and also lead by example.

### **2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?**

The staff have provided a motivating environment where children can relax and be cared for. The staff are aware of individual needs and respond appropriately.

Staff plan a variety of seasonal activities for the children. The club is well equipped with age appropriate resources. Staff ensure that children are stimulated and engage with activities which are suitable for their age and ability and also encourage children to take on activities that are more challenging. We saw a group of children playing a game of chess and encouraging some of the younger members to participate. The older children were seen helping the younger members to understand the tactics of the game. We saw staff reporting to parents when they came to pick up children and giving relevant information when required.

The staff provide a stimulating environment and activities for the children to promote their development and wellbeing and successfully respond to individual needs.



### **3. Environment**

#### **Summary**

The club is held in a large classroom in Ysgol Pen y Bryn and is suitable for the purpose of the care provided. There is a suitable area to prepare the serving of a snack and drinks and toilet facilities are convenient for the children to use. The resources are of good quality and are stored appropriately. All equipment are suitable for the age range of the children.

#### **Our findings**

##### **3.1 How well do leaders ensure the safety of the environment?**

Safety procedures are in practice to ensure that the children receive care in an environment that is safe and clean. Leaders ensure that staff are conversant with procedures such as fire drills and unnecessary risks have been identified and as far as possible eliminated.

There was plentiful space for the children to play inside and outside. There were thirty children present on the afternoon of the inspection and it was noticed that the classroom was full to capacity. Later, through conversation we found that there was a back-up strategy if more children were present or if there is a special activity taking place such as a film night, and the school provides additional space for club members to use. This includes the school hall and a practical area where children can make use of information technology equipment. The spaces used are well organised and consistent tidying up and storage ensures that there is no clutter leading to safety risks. Leaders had ensured that a comprehensive risk assessment was undertaken regularly, reviewed and action taken to ensure children's safety. The outside area is well-maintained and surrounded by secure boundaries.

Leaders have succeeded to create an environment which is safe for the children but does not restrict their adventurous nature.

##### **3.2 How well do leaders ensure the suitability of the environment?**

Leaders provide a quality environment which is suitable for children to relax. There is sufficient space and a wide range of resources to fulfil individual needs.

The service is held in a large classroom and the majority of resources are stored in a small storeroom at the back of the room. Tables and chairs are set out in the classroom which provide sufficient space for the activities we saw the children engaged in and also for snack time. The toilet facility was accessible and promoted the children's independence. The outside area was large with many resources for the children including an adventure playground, the MUGA (multiple use games area), a tarmac area and the school field which offered suitable challenges, risks and opportunities to experiment. The premises were well maintained and welcoming and offered a suitable environment for children to relax after a day at school.

Leaders have successfully provided an extensive range of resources and a suitable environment which encourages the children to relax and have a good time.

### **3.3 How well do leaders ensure the quality of resources and equipment?**

Leaders make good use of the quality environment and furniture provided by the school and leaders ensure that quality resources are provided which are age appropriate.

Leaders ensure furniture and resources are of good quality and suitable for children. We were told that at present staff do not check the equipment and resources regularly. This was discussed with the person in charge and we recommended that this good practice is adopted to ensure safety levels are maintained and records be kept in future. In conversation with some of the children we found that they were very appreciative of all the resources available to them and told us that they are consulted when the service is purchasing new equipment.

Leaders have provided extensive resources to ensure that children enjoy themselves, and that they are of a quality that ensures the safety of children. Consideration should be given to checking resources on a regular basis to ensure they remain safe and suitable.

## **4. Leadership and Management**

### **Summary**

Leaders are aware of their responsibilities in relation to the Child Minding and Day Care (Wales) Regulations 2010. They ensure that all staff attend essential and relevant courses to improve and develop the provision. This is also supported by the HR manager employed by the company.

### **Our findings**

#### **4.1 How effective is leadership?**

The Person in Charge has ensured that the Policies and procedures are detailed and kept in order and that they contain the appropriate information.

Policies and procedures were comprehensive and revised regularly. The Person in Charge was conversant with policies and procedures and ensured staff have a good knowledge of them also and incorporate them in daily practices. An up to date and comprehensive Statement of Purpose is available and is given to parents as part of an information pack before their children commence to use the service. However, including details of normal routines during sessions would give parents a clearer picture of the care provided. We saw examples of children's files and found that the necessary information was included and any forms requiring parents' signatures were signed and up to date.

The person in charge has successfully met the requirements of national standards and paper work is kept in appropriate files in a safe place.

#### **4.2 How effective is self-evaluation and planning for improvement?**

Leaders practice self-evaluation procedures and are able to plan regular improvements.

We saw evidence of self-evaluation procedures and a Quality of Care report had been prepared and sent to CSSIW. The report was seen to be comprehensive and gave a clear picture of all that had happened during the past year and also plans for future improvements. Leaders sought the opinion of parents in annual questionnaires, but returns were very low. It was suggested that leaders amend and simplify questionnaires. Information from parent and children questionnaires had been considered within the report, but the questionnaires were unavailable for us to see during our visits. We were able to talk to some of the parents as they collected their children and they were all very positive and spoke highly of the service provided, and the care provided by enthusiastic staff.

Leaders practice self-evaluation procedures effectively and future plans for the provision arise from this appraisal process.

### **4.3 How effective is the management of practitioners, staff and other resources?**

Leaders are very experienced and manage staff and resources effectively. Responsibilities are delegated when appropriate. Staff are well supported and co-operate well as a team.

We saw staff who were enthusiastic and happy in their work. Staff collaborated well as a team and supported each other taking over from colleagues when the need arose, for example if a member of staff was required to speak to a parent, another member of staff continued with activities for the children. Duties are shared according to staff individual strengths and are fulfilled effectively. The staff were well supported and were given opportunities to express opinions in annual self-evaluation meetings. A member of staff who was recruited fairly recently spoke very highly of the induction process and the support she had received from the person in charge. Staff were well supported by a robust Continuous Professional Development process and were encouraged to attend courses and improve their qualifications.

Leaders ensure staff work effectively and diligently as a team to ensure good quality care for the children. Responsibilities are shared successfully and are positively managed.

### **4.4 How effective are partnerships?**

There is a good relationship between leaders, staff and the parents, with regular and open communication pathways for the benefit of children's wellbeing.

Staff worked closely with parents to ensure that the best care possible is provided for the children. Staff kept parents informed about their child's well-being and care through daily discussions. We spoke with some of the parents and all comments were very positive and appreciative of the service provided by the club. Parents spoke highly of the clear communication regarding their child's care and information they receive. There are sufficient opportunities for parents to discuss any issues with the staff on a daily basis.

The close relationship with parents enables the staff and leaders to make the best decisions regarding the care of the children. Parents are provided with regular updates regarding the children's welfare.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non-compliance from previous inspections**

There were no issues of non-compliance

### **5.2 Areas of non-compliance identified at this inspection**

There were no issues of non-compliance

### **5.3 Recommendations for improvement**

- 1) Encouraging children to further develop their independence by clearing plates after snacks;
- 2) conducting a daily check of resources and equipment to ensure that safety levels are maintained and recording;
- 3) simplifying questionnaires to encourage a better response from parents and
- 4) including details of routines during sessions in the statements of purpose.

## 6. How we undertook this inspection

This was an unannounced visit. The inspection was carried out on Tuesday 5 December 2017. We returned on the following Thursday 7 December 2017 to view paperwork and files which are held in the main nursery. We spent over three hours in the club itself, and an hour and a half inspecting files. A feedback session with management was included in these times. We observed activities indoors and outdoors. Also:

- we looked at information already held at CSSIW – report from the previous inspection, statement of purpose and responses on the SASS;
- we spoke with children and parents. We also spoke with the staff;
- we looked at a wide range of documents including staff files, policies and records, children's files and staff evaluations and
- we inspected practices and procedures during the inspection and undertook a SOFI2 inspection on a group of children to gather evidence on children's connection and the care provided by staff.

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)

## 7. About the service

Type of care provided	Childrens Day Care Out of School Care
Responsible Individual	Suzanne Edwards
Person in charge	Eirian Hughes
Registered maximum number of places	90
Age range of children	3 – 11 years
Opening hours	15:00 – 18:00 Monday to Friday
Operating Language of the service	English
Date of previous CSSIW inspection	20 and 23 March 2015
Dates of this inspection visit(s)	05 and 07 December 2017
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This service does not provide the Welsh Language Active Offer as it is situated in a primarily English speaking area.
Additional Information:	

