



Childcare Inspection Report on

**Pengwiniaid Pentre/Pentre Penguins
Llantwit Fardre Leisure Centre,
Central Park,
Church Village,
Pontypridd,
CF38 1RJ.**



Date of Publication

8 February 2019

Description of the service

Pentre Penguins is registered to provide full care for up to 30 children under 12 years old. The service has recently moved to a new location, occupying designated rooms in the Leisure Centre. The service is open from 8:45 to 11:45 and 12:15 to 14:45 from Monday to Friday during the school term and the first three weeks of the summer holidays. The registered person is Lisa Thomas and the person in charge is Angharad Cove-Davies.

The service is an early years education provider and is also inspected by Estyn. The service is also part of the Flying Start programme and provides places for 20 children under the scheme.

The service provides the Welsh Language active offer, and identifies and meets the linguistic and cultural needs of the children in attendance.

Summary of our findings

1. Overall assessment

Children who attend this service are happy, content and enjoy their time there and the variety of activities that are arranged for them. The enthusiastic staff respond to children's requirements and have a wonderful relationship with them. The service is provided in a large activity room with convenient facilities, and there is an outdoor play area that offers a wealth of experiences for children. Leadership and management are robust and motivate the staff to give their best. This is a warm and welcoming service which facilitates the experience of starting school.

2. Improvements

This is a new service.

3. Requirements and recommendations

We have recommended changing practices in order to record staff attendance in the daily register, ensure that staff who have not attended a safeguarding children course update their knowledge online and ensure that staff documents are kept in their files.

1. Well-being

Summary

Children are happy, confident and relaxed and truly enjoy their time there. They feel at home in their surroundings and this promotes their development and self-confidence. Children have developed a warm relationship with staff and individual needs are met.

Our findings

1.1 To what extent do children have a voice?

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

Children benefited from having a wide variety of activities to choose from in each of the play areas in the service. We observed children having freedom to choose their activities and to change them as they wished and their voices were therefore listened to. On our arrival, children were occupied with a variety of activities during a period of free play. A variety of toys, puzzles and jig-saws were available for children, and there was also an opportunity to undertake craft work creating shapes in the sand. Children were given the freedom to play outside where, once again, there was a variety of toys and activities for them. We heard children express their wishes to the question 'Ti isio mynd ar hwn?' (Do you want to go on this?) many times, and staff listened to their responses. Children's ideas for activities are recorded weekly, either with their key worker or during the singing activity. The informal nature of snack time meant that children could choose when they wanted to sit down to eat and with whom. Despite the fact that most children came from non-Welsh speaking backgrounds they received enough support to enable them to communicate in Welsh and they were also given the opportunity to communicate in their first language if needed.

Children experience stimulating opportunities to express themselves, and receive care from attentive staff who listen to their responses.

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

Children feel safe and happy with staff and they are confident on the whole as they know the service well.

There was a close relationship between children and staff, which enabled them to cope with being away from their parents. We saw that one child had only just started attending the service and was following a settling in plan at the time. We saw that the child received a lot of attention, especially when they were upset, during their shorter period at the setting. However, hearing the child say goodbye spontaneously to their friends when leaving was a clear sign that they had started to settle. Children were familiar with the routine and went to wash their hands before brushing their teeth without prompting. Many of the children were confident enough to talk to the inspector

and chat about their play. Children knew the staff well and chatted with them about their families and interests. This friendship and close bond gave children a sense of belonging and encouraged them to form relationships and friendships with each other. Children feel safe and happy in the care of staff, and are treated with dignity and respect.

1.3 How well do children interact?

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

Children benefited from the clear emphasis on consistent praise which exists in the service. We saw children sharing resources and taking their turn during play. This was encouraged and supported by staff who praised their efforts. We saw the children playing and chatting happily with each other and demonstrating positive signs of developing a relationship with their peers, especially when playing outdoors. Snack time was a sociable time with one member of staff encouraging children to chat around the table. There were sufficient opportunities for children to build relationships with their peers whilst enjoying playing and talking with each other.

Children interact well and demonstrate awareness of their responsibility to co-operate and share.

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

Children enjoy stimulating opportunities to play and learn. They take part in a variety of activities chosen by them.

We saw that all the children enjoy playing, are industrious and inquisitive when learning and responding to prompts from staff. During circle time, we heard children respond enthusiastically when counting and chat about the weather and the days of the week. Children were aware of the routine and enjoyed the story and singing activities, particularly after singing a song of their choice. Children were encouraged to develop literacy and numeracy skills through their engagement with a variety of activities. Children enjoyed playing with small world toys and we heard them chatting with a member of staff about the car-wash. Children's enthusiasm during story time demonstrated their curiosity and enjoyment of learning and developing.

Children are given a good balance of structured and free play activities, that enable them to make simple decisions and learn and develop through play.

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

Children are given stimulating opportunities to learn and become independent.

Children were given regular opportunities to develop and become independent in a variety of situations. We saw children develop physical skills whilst outside playing with the small bicycles, the mud kitchen and the stepping stones, which also developed their numeracy skills. Children went to get their coats independently when moving between the indoor and outdoor play areas. We also saw good examples of children developing self-help skills during snack time reaching for their own forks, helping themselves to yellow peas, pouring a drink and clearing away their plates. The older children also used the toilet independently.

Children are given good opportunities to learn and develop their self-help skills.

2. Care and Development

Summary

The staff at the service keep children safe and are caring towards them as they succeed in building a warm and happy relationship with them. Children's development is promoted and staff demonstrate an understanding of key policies and procedures and know when and where to get support.

Our findings

2.1 How well do practitioners keep children safe and healthy?

A number of procedures are employed effectively to ensure that the children are safe and healthy.

We saw that staff follow procedures to ensure children are kept safe. In conversation with staff, we found that staff were familiar with the safeguarding children policy and knew what steps to take and who to contact should they have any concerns. However, we found that three members of staff did not have a current certificate. We were told that they were waiting for a suitable course to update their knowledge and understanding of issues relating to safeguarding children. A daily attendance register is kept which records children's attendance, but we saw that staff attendance was not recorded in the same document. The outer door and the gate to the outdoor area are kept locked at all times. We saw that full risk assessments were in place, and that actions were being carried out as part of their daily routines. We saw records of regular fire drills. In addition, detailed records of accidents and follow-up actions are kept and it was noted that parents had signed the book. The same was true for the medication consent forms which also noted the dose and time of administration. Appropriate infection control procedures were in place for changing nappies and ensuring that children washed their hands at appropriate times. Children received a healthy snack at the service.

Staff manage to keep the children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff consistently promote positive behaviour and lead by example at all times in terms of acceptable behaviour.

Staff had developed a warm relationship with children to create a homely atmosphere within the service, working in accordance with the behaviour management policy. The staff gave the children their attention at all times, and encouraged acceptable behaviour through positive reinforcement, speaking gently, and giving constant praise. We heard the staff encouraging the children to interact with each other and develop a relationship, take turns and share, modelling polite language at all times. This guided the conversation with children during snack time. Staff knew how to model positive

behaviour with children and we saw them emulating this behaviour and creating a warm and friendly atmosphere.

The staff have succeeded in setting behaviour boundaries which enables them to control the interactions effectively.

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

Staff know the children well and provide a stimulating environment where each child can develop at their own individual pace.

We saw staff encouraging children's linguistic development by giving them constant attention and encouraging them to talk. Staff joined in role play games with children extending their play and developing their language without taking over. Staff chatted with children about their lives at home in order to foster a warm relationship and to get to know them well. This service had a key worker plan in place which facilitated observations of children's development. These records enabled staff to plan suitable activities identifying learning objectives that reflected the learning areas of the Foundation phase. The session had an informal ethos and activities were undertaken under the guidance of an adult, but the care provided was guided by children meeting their individual needs.

Staff successfully provide a range of activities to promote children's development and enhance their experiences by responding to individual needs.

3. Environment

Summary

The Cylch is held in very suitable rooms. Good standards of cleanliness and safety are practised. The resources and furniture are of good quality, and reflect the ethos of the Foundation Phase. The outdoor area is very suitable with opportunities for children to be adventurous.

Our findings

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

There are procedures in place to ensure that children are cared for in a safe and clean environment.

There were robust safety measures in place to ensure children's safety. Staff were aware of the dangers as children reached for a variety of toys, and children are encouraged to tidy up and put equipment away in the relevant areas at regular intervals, in the interests of safety. We saw that detailed risk assessments had been completed and were reviewed regularly. The outdoor area was safe and enclosed by a strong fence.

Leaders consider and assess any risks that arise on an ongoing basis in order to ensure that the environment is safe for children.

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

Leaders provide an environment of a good standard for children. There is sufficient space and resources to meet individual needs.

The play room was colourful and welcoming and displayed children's work in order to give them a sense of belonging. The room was split into a variety of experience areas where children can play, learn and experiment in accordance with the ethos of the Foundation Phase. We saw children playing in the home corner, the holiday shop, the small world area, the construction area, the reading corner, the water and sand area, the numeracy area, the ICT area, the music area, the craft area and the snack area. The outdoor area followed the same type of plan with areas for different experiences. The facilities are convenient for children and are easy for them to use them independently.

Leaders have managed to provide a welcoming and fun environment which motivates the children in their development and enhances their experiences.

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

Leaders provide a range of good quality resources and equipment which enables them to meet individual needs.

We saw that the furniture in the rooms were of a good quality and suitable for children. The resources were of a good quality and in good condition. The focus on sustainable materials was also evident in the wooden and wicker resources. Children played with dry rice and pasta, and we also saw an area for carving a huge pumpkin when children desired. Children enjoyed playing in the water area which included a car-wash made of recycled materials. The resources stimulated children to experiment and learn through play.

Leaders have successfully gathered a wide range of resources to encourage children's enjoyment and development, ensuring that they are of good quality.

4. Leadership and Management

Summary

Appropriate leadership and management is provided in this service. A robust self-evaluation procedure is implemented which allows the service provided to parents and children to improve and develop.

Our findings

4.1 How effective is leadership?

The person in charge and the responsible individual provide effective leadership in the service whilst ensuring that records and documents are of good quality and organised.

We saw that the policies and procedures file was complete and up-to-date, and were reviewed regularly. Also the staff were familiar with the policies and procedures, and were seen incorporating them appropriately in their daily routines. We saw examples of children's files and saw that they were comprehensive, up to date and that the forms that required signatures were signed. The person in charge has committed to meeting her responsibilities and largely ensures that staff members attend courses regularly to ensure a high standard of care. The service has an up-to-date statement of purpose and we observed that the expected information has been included.

Overall, the leadership is effective and supports the service to provide adequate care.

4.2 How effective is self evaluation and planning for improvement?

Leaders ensure that some procedures are employed to monitor the quality of the service and to plan for improvements when required.

We saw evidence that the service is appraised regularly and we saw the information provided in the quality of care report. There were structures in place to undertake self-evaluation and to set targets for improvement and staff were also given the opportunity to contribute to the service improvement plan. Records of weekly staff meetings were made available to us as well records of various areas evaluated every half term, for example, health and safety, the environment, staff, and safeguarding children procedures. Parents are given the opportunity to express their opinion on the service on social media.

Leaders are aware of the importance of evaluation in order to develop for the future, and implement robust self-evaluation structures.

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

The person in charge and the responsible individual manage the resources well and lead a team of staff who are happy in their work, and clear about their duties.

We saw that staff worked together effectively and supported each other at all times. Duties were shared, and all members of staff were entirely familiar with their duties and fulfilled them effectively. We also saw evidence that the staff jointly planned the activities which gives the staff a sense of ownership of what is happening in the service. There was evidence that staff are monitored weekly by colleagues and we saw the staff capability sheet which is in place at all times. We saw some staff files which were comprehensive and up to date on the whole. However, no references were available for one member of staff on the day, and we were told that they were in the partnership's office. We saw that every member of staff had received a check from the Disclosure and Barring Service (DBS).

The management is robust and effective and allows staff to give of their best.

4.4 How effective are partnerships?

An effective relationship exists between the service and parents, with constant lines of communication and cooperation to ensure children's well-being.

We had an opportunity to speak to some of the parents who spoke highly of the care and the staff. Parents commented on staff's commitment to ensuring that their children feel comfortable and safe, and also that they are approachable should any issues arise, with opportunities to raise any issues every day. Parents receive information via a newsletter every half term, essential information displayed by the door, open days, development reports and six-weekly well-being reviews. Additionally, every child receives an individual learning plan. The service works well with national pre school supporting organisations and the local community.

The service has developed positive relationships with parents who use the service and other bodies to ensure the children's well-being.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Record attendance on the same register used for children's attendance;
- encourage staff to update their knowledge about safeguarding children through online courses;
- ensure that all necessary documents are available in staff files at all times.

6. How we undertook this inspection

This was an unannounced visit. The inspection was conducted on Wednesday 10 October 2018, between 8:15 and 15:40. This included time at the end of the session for further discussion with the registered person.

Also:

- We looked at existing CIW information – a report from the previous inspection, the statement of purpose, the quality of care survey report and responses to the self-assessment;
- we spoke with children and parents. We also spoke with members of staff;
- we looked at a wide range of documents, staff files, policies and records, children's files and activity plans and staff appraisals;
- we inspected practices and procedures during the inspection completing an observation of the children and the care that they received throughout the sessions using our Short Observational Framework for Inspection (SOFI) tool. This enables inspectors to observe and record life from a child's perspective and demonstrates the engagement of individuals and a group of children with care in order to collect evidence on children's engagement with the care provided by staff.

Further information about what we do can be found on our website:

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Sessional Day Care
Registered Person(s)	Lisa Thomas
Person in Charge	Angharad Cove-Davies
Registered maximum number of places	30
Age range of children	Under 12 years old
Opening hours	8:45 – 11:45; 12:15 – 14:45 Monday to Friday (School term and the first three weeks of the summer holidays).
Operating language of the service	Welsh
Date of previous Care Inspectorate Wales inspection	6 March 2015
Dates of this Inspection visit	10 October 2018
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	This service provides the Welsh Language active offer. It provides a service that anticipates, identifies and meets the needs of people who use or may use the service, in terms of Welsh and its culture.
Additional Information:	None