



Inspection Report

Playworks Cwrt Rawlin

**Cwrt Rawlin Primary School
Cae Meillion
Caerphilly
CF83 1SN**



Date Inspection Completed

08/06/2023

About Playworks Cwrt Rawlin

| | |
|---|---|
| Type of care provided | Childrens Day Care Out of School Care |
| Registered Provider | Playworks Childcare Limited |
| Registered places | 50 |
| Language of the service | English |
| Previous Care Inspectorate Wales inspection | This is the 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. |

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| | |
|--|------------------|
| <u>Well-being</u> | Excellent |
| <u>Care and Development</u> | Good |
| <u>Environment</u> | Good |
| <u>Leadership and Management</u> | Excellent |

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

Summary

Children are very happy and make choices and decisions independently. Their well-being is a high priority for setting. Children's voices are always heard and central to the setting. Children are extremely settled and very confident in their communication with each other and with care staff. They have developed strong relationships and express their views openly, knowing that they will be listened to.

Staff fully understand and follow policies and procedures to promote healthy lifestyles, safety, and personal well-being. Staff deploy themselves well within the setting to always ensure safety for children. Staff are knowledgeable, kind and very caring towards children, providing a nurturing and child led setting. Staff show genuine passion in their roles.

The people who run the setting have effective measures in place to ensure the environment is safe, secure, and well-maintained indoors, and outdoors. They ensure children have access to a good and extensive range of resources and equipment to nurture children's overall developmental skills.

The people who run the setting comply with all the relevant regulations and exceed the national minimum standards. They have a very strong vision for the future and ensure they manage their team with effective support and continuous training to improve practice. They are passionate in about delivering a very high standard of care to their children. They have developed and embedded sound partnerships with parents and the school.

Well-being**Excellent**

Children are motivated, very confident and know their ideas and wishes are fully considered. They have exciting and innovative opportunities to make choices and decisions about what affects them, and their opinions and interests are highly valued. Children's voice is strong, and they have free choice of playing and learning what and where they wish. Children take part in regular meetings to discuss what they like to do and to share ideas.

Children are immensely happy and have a strong sense of belonging. They have formed strong close relationships with their peers and carers. They are very familiar with routines and as a result, makes them feel safe and secure. Their feelings and needs are consistently acknowledged, and we saw strong bonds of affection and attachment with staff. Children speak highly of the staff and express how inclusive they are of all children who attend.

Interactions between children and adults are consistently stimulating and children cooperate enthusiastically. Children express empathy and care towards each other and listen carefully to one another, responding and communicating with interest and affection. They are fully engaged and show respect for others and to the setting. Children cooperate, take turns as they play a game of rounders, working in teams to encourage each other. Children are polite and use manners when asking staff *"please may I use the toilet?"* and *"Can we please go outside?"*

Children immerse themselves in their play, using language and developing their skills across all areas of development, through purposeful resources that are available to them. Whilst some play outdoors, others remain inside creating animal drawings or playing board games. Children smile proudly as they receive praise from nearby staff, for their artistic work. Every child is busy and active in their play and take their time in the activities that they choose.

Children have very good opportunities to develop their independence throughout the session, enabling them to do things for themselves successfully and to problem solve effectively. Children can serve themselves snack using spoons and tongs to pick up food from a buffet style set up. They move from area to area, both indoors and outdoors, and freely access resources they want to use.

Care and Development

Good

Staff have a comprehensive understanding of the setting's policies. They are consistently implemented to promote healthy lifestyles, personal safety of children and ensure their well-being. They are all continuously proactive and effectively manage any risks as they arise. Staff speak respectfully with children, show interest, pleasure, and care in all that they do. They manage any sign of unwanted behaviour carefully and quickly and are imaginative and successful in diffusing situations before they become issues.

Staff know the children exceptionally well understand what their needs are. They demonstrate that they are knowledgeable regarding children's individual developmental learning, additional learning needs, and any behavioural changes. They can handle and manage these responsibilities sensitively and effectively. In terms of good practice, care staff ensure children are hydrated and have continuous access to water especially on a warm day. Staff suggest that children come under the shade for a while when it's very hot. Staff offer support and comfort when children experience any discomfort, trips, or falls. Staff are very confident with safeguarding scenarios and can explain all aspects of the setting's policy and procedures in detail. They show a thorough understanding in their duty to safeguard every child, and this is reinforced in the comprehensive and clear policy of the setting. Staff deploy themselves well within the setting to always ensure safety for children, positioning themselves effectively between the indoor and outdoor areas.

Interactions between staff and towards children are always respectful. Staff are consistently responsive and genuinely listen and respect children's views. Interactions are very positive, and staff demonstrate warmth and kindness. They are sensitive to children's needs and take every opportunity to enhance interactions. Staff are animated and enthusiastic and able to use resources to enhance children's learning.

Staff are committed to providing a good range of play and learning activities and opportunities and are fully aware of children's individual development. Staff work close with the school to ensure children with additional needs are met to allow them to access the club and involved in activities. Some staff use little incidental Welsh when communication with children and each other.

Environment

Good

The people who run the setting have comprehensive and effective measures, policies and procedures in place to ensure that everyone fully understands their responsibilities. They ensure the environment is safe, secure and well maintained both indoors and outdoors. The setting is located in the school hall which is bright and airy and has ample space indoors and outdoors. We saw consistently good hygiene practices, which reduces the risks to everyone's health and safety. The people who run the setting complete highly effective general and fire risk assessments which are reviewed, and emergency procedures are communicated clearly and tested regularly. They ensure that staff/children ratios are correct. Staff, children and visitors' arrival and departure times are always logged.

The setting is safe, welcoming, warm, and well maintained. Children easily access furniture and resources both indoors and out which stimulate children's interests and imagination. The outdoor area is safe and provides spacious play areas. Children can access the football pitch, a large, grassed area, woodlands, and spaces to relax such as benched areas and shaded areas. Children always have free flow access between inside and outside play areas. Temporary display boards are available to display children's work, however none are displayed on the walls to allow children a sense of belonging. Staff have use of the school staff room to prepare snacks and drinks. They have allocated storage for their use, and the room is clean well maintained. Children have use of the school toilets which provide warm running water, soap and paper towels.

People who run the setting ensure there is a selection of resources available for the different age range of children attending. However, these are limited and is an area that leaders have acknowledged needs improving to enhance children's learning. Current resources include board games, arts and craft, reading books, construction blocks and a train set. Outdoors, children have access to a selection of sports equipment such as balls, bats and hoops.

Leadership and Management

Excellent

The people who run the setting are extremely effective in the way they manage and operate the service and are committed to ongoing improvements. They have very good awareness and knowledge and understanding of their regulatory responsibilities. Robust and accurate documentation is readily available to view at the setting and reviewed regularly. The statement of purpose is a true reflection of what is provided to children and families. Recording systems for essential records are completed to a high standard and are readily available for inspection.

An effective and meaningful self-evaluation process is implemented, and the setting's quality of care report reflects the service with staff and children's views being welcomed and listened to. The report clearly shows how feedback and views are obtained from children, parents, and staff.

The people who run the setting effectively promote current best practice which is relevant to children. Staff feel very much supported by management and feel supervision meetings are purposeful and they are listened to. People who run the setting arrange staff meetings every 4 – 6 weeks which staff tell us is an opportunity raise any issues, discuss new ideas to ensure the smooth running of the setting. Staff told us they are very happy and enjoy being part of the working team of staff. All staff are suitably qualified, and some are working towards a playworker qualification. They benefit from investment in further training as part of ongoing professional development to enhance their skills and knowledge further.

The people who run the setting value effective communication with parents and carers, ensuring they have all the information they need. Staff give verbal feedback at the end of the session. Any urgent messages are made via telephone and messages from school are passed on to parents at the end of the day. Parents tell us they are very happy with the service offered and their children love attending. Parents felt that staff are very approachable and supportive.

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 7 - Opportunities for play and learning | Provide further opportunities for children to develop their use of incidental Welsh. |

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) |
| Consider developing the range of resources and displays available within the environment to increase learning opportunities and a sense of belonging for children. |

| 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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