



Inspection Report

Tongwynlais Around School Group (T.A.G.)

**Tongwynlais Junior And Infant School
Merthyr Road
Tongwynlais
Cardiff
CF15 7LF**



Date Inspection Completed

22/03/2023

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About Tongwynlais Around School Group (T.A.G.)

Type of care provided	Children's Day Care Sessional Day Care
Registered Person	Michelle Burge
Registered places	48
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] 21 September 2017
Is this a Flying Start service?	Manual Insert] No
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children express themselves well. They feel safe, happy, and valued at the setting. Children interact with each other and support one another well. They have some opportunities to develop their independence skills.

Overall, staff implement appropriate policies and procedures which promote children's health and safety. They understand and follow the setting's behaviour policy and manage interactions well. They are positive role models, showing warmth and kindness towards children.

People who run the setting ensure children are cared for in a clean, and secure environment. All staff are aware of their responsibilities in relation to the safety and welfare of children. Overall, health and safety procedures are promoted within the setting,

Overall, people who run the setting have adequate knowledge and understanding of their regulatory responsibilities. Following the inspection visit, they have implemented several changes, acting swiftly to address recommendations made. We, Care Inspectorate Wales (CIW) have noted one area for improvement and several recommendations at the end of the report.

Most children express themselves well. We saw children choose what they would like for breakfast, with a variety and choice available. They confidently tell staff when they do not want something, for example at snack time, a child said, "*I do not want orange*" with their wishes listened to. Children access resources from a storage cupboard independently or with support from older children or staff. We saw children ask for support with sewing, which was prioritised.

Overall, children feel safe, happy, and valued at the setting. Children are settled and content, they receive caring support from staff, when needed. Most children are confident and happily engage with one another. Older children take a lead in supporting younger children and clearly enjoy the responsibility.

Children have strong relationships with one another and staff, they have a strong sense of belonging. Most children know each other well. Overall, they engage, take turns, and co-operate well with each other. For example, when sharing I-pads, children wait patiently until their allocated time. Children are confident and ask questions. During breakfast a group of children discussed swimming and how to float. They confidently asked why we, (CIW) were on a visit and happily engaged in conversations about what they enjoy about 'TAG'.

Children are interested in their play. They enjoy a range of opportunities indoors and outdoors. Children initiate their play and choose activities independently, with support from older children or staff. For example, we saw three children engaging in a maze game, working collaboratively to achieve the aim of the game. They interact with one another and discuss what they are doing. We saw children engaging in free drawing discussing what animals they have drawn. They laugh, smile, and support one another well.

Overall, children have some opportunities to develop their independence skills. They access bathrooms, wash hands, hang up their belongings and access resources independently. Some older children help support staff, by tidying up after snack. There are missed opportunities for children to further develop their independence.

Care and Development

Adequate

Overall, staff implement appropriate policies and procedures which promote children's health and safety. Appropriate hygiene practices are in place, although there are some inconsistencies in relation to snack time. Accident, incident, and medication forms are completed and shared with parents. Consent forms are in place for children. Records of allergy and dietary information are provided, although not all include detailed information. Children and staff attendance registers are accurate. All staff attend regular training and have up-to-date certificates in paediatric first aid, food safety and child protection. Overall, they have a suitable understanding of safeguarding, including how to respond to child protection concerns. Prevent information is included within children's contracts. Staff undertake regular head counts to ensure children remain accounted for and have processes in place for children booked into afterschool club who do not attend. Following the inspection visit, the process for collecting older children from the junior side of the school has changed. Staff now collect children from the junior playground and escort them to the afterschool club building.

Staff understand and follow the setting's behaviour policy and manage interactions appropriately. They are good role models, showing warmth and kindness, they engage with children in a positive manner. The interactions differ for the varying ages, encouraging older children to take responsibility, whilst supporting younger children. Staff diffuse situations by providing children with alternative activities and give praise for their achievements. For example, we heard staff say, "*good boy/ girl*" and "*well done*" when praising the group. Staff talk to children and support them when they show challenging behaviour. For example, staff asked children "*how do you think that makes them feel?*" encouraging them to become aware of other feelings and the consequences of their actions. Staff remind children "*can you show good listening please?*" and remind children to use their manners.

Staff have a caring manner. They know children and their families very well; many have been at the setting for several years. Staff provide some play opportunities. Many children wish to relax at the end of the school day and enjoy playing with friends. They have access to I-pads, an interactive screen, and other activities such as building blocks, colouring, and small world play. Children are asked after registration what they would like to play with, with their wishes acted upon. There is no formal planning in place or evaluation of children's views. Staff recognise when children may have additional needs or require more support. They work in partnership with the playgroup, local school, and parents to support and signpost as needed. Minimal Welsh was heard.

Environment**Adequate**

Overall, people who run the setting ensure children are cared for in a safe, clean, and secure environment. Staff are aware of their responsibilities in relation to the safety and welfare of children. Health and safety policies and procedures are in place. Visitors to the setting sign a visitor's book on arrival and departure. There is a buzzer system, and high exit lock at the setting. Basic written risk assessments are in place, which are checked daily, and staff generally follow them appropriately. Regular cleaning routines reflect overall good hygiene practices and mostly adequate infection control practices minimise any risks to children's health and safety. Safety checks take place for the boiler and electrics, with documents being provided following the inspection visit. Regular fire drills are recorded. However, they are not practicing drills thoroughly. Following the inspection, the people who run the setting have confirmed they will ensure full evacuations are undertaken.

People who run the setting ensure the environment has a suitable play space for children to access. The large room is multi-purpose, it is used as a classroom during the day. There are separate toilet and kitchen facilities. The environment is child friendly and suitable for the age of children attending. Separate storage is available for the before and after school club with allows for suitable storage of resources and equipment. Children access some resources. They can request toys from older children or staff if they are out of reach. At present, staff informed us children are unable to access the outdoor play space due to scaffolding around the outside of the building.

People who run the setting ensure the resources and equipment are of a satisfactory quality. They provide children with an adequate range of age-appropriate resources and equipment. Children we spoke to enjoy what is available to them. The setting promotes a range of celebrations and have some resources which promote diversity. Children can access their own belongings with ease from a wheeled trolley.

Leadership and Management

Adequate

Overall, people who run the setting understand their regulatory responsibilities. The policies, procedures and statement of purpose do not reflect current practice at the setting. Following the inspection visit, some documents have been updated to reflect some changes in legislation. People who run the setting keep records in relation to children's contracts, permissions, and children's individual needs and this is generally well organised.

People who run the setting have submitted the Self-Assessment of the Service Statement (SASS) and have informed Care Inspectorate Wales (CIW) of significant staff changes, although not within the required timescales. A quality-of-care report is created annually which includes children and parents' views on the service. It includes an action plan which relates to the management of the setting but does not consider other aspects concerning the running of the provision.

People who run the setting manage their teams adequately. Care staff told us that they are happy at work and enjoy working as a team to support each other. Ad-hoc, informal meetings take place regularly, which provide opportunities for open discussions between staff and people who run the service. Regular supervisions take place. Staff appraisals have not been undertaken recently. This is an area for improvement, and we expect the provider to take action. People who run the setting generally follow safe recruitment processes to safeguard children. They include references for all staff and disclosure and barring checks (DBS). However, one staff file did not include all regulatory information at the time of inspection. Following the inspection, the people who run the setting confirmed all documents are in place. A new system is also in place for staff to ensure their DBS checks remain current or on the update service. Staff working at the setting are not all qualified in childcare or play work, although they have many years of experience working and supporting children. The people who run the setting confirmed they are undertaking play work qualifications at present.

People who run the setting are proactive in engaging with parents. Providing parents with daily information at handover. Children we spoke to were happy and enjoyed attending the breakfast and after school club. People who run the setting have very strong professional relationships with the local school, which further supports children due to the consistency between staff who work in the school, the club and playgroup. The setting engages with other professionals and access support as needed.

Recommendations to meet with the National Minimum Standards

- R1. Develop children's independence further within the setting
- R2. Ensure accurate and detailed records are kept of children's dietary needs
- R3. Ensure effective hygiene practices at all times
- R4. Develop planning to include children's interests and reflect their voice
- R5. Ensure full evacuations are undertaken as part of the fire drills
- R6. Ensure policies include review dates, reflect changes in the setting and in legislation
- R7. Ensure staff are qualified for the roles in line with the NMS.

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
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29	The responsible individual must ensure all staff receive annual appraisals.	New
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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.

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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