



Inspection Report

Bonymaen Kids Play Initiative

**Bonymaen Community Centre
Bonymaen Road
Bonymaen
Swansea
SA1 7AT**



Date Inspection Completed

19/10/2021

Welsh Government © Crown copyright 2021.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Bonymaen Kids Play Initiative

Type of care provided	Children's Day Care Open Access Play Provision
Registered Person	Sarah Glover
Registered places	80
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert 16 August 2017
Is this a Flying Start service?	Manual Insert No.
Does this service provide the Welsh Language active offer?	This service does not provide the active offer the service uses incidental Welsh. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care.'

Summary

This is an inspection undertaken during the Covid-19 pandemic, therefore we have focused on the priority areas for this setting and not the full quality framework.

Children are very happy and comfortable at the setting. They speak and express themselves exceptionally well, knowing that staff listen to them. Children are polite and generally use good manners without being prompted. They have many opportunities to initiate their own play and to influence tasks and activities.

Staff highly value and act upon children's opinions and interests ensuring they enjoy their time at club. They have a good understanding of their responsibility to keep children safe, well cared for and to manage their behaviour consistently.

The environment is very well maintained and provides opportunities for children to experience different areas outdoors as well as indoors.

The leadership and management is adequate, although some areas need consideration and improvement. There is a shared vision between the registered person (R.P) and the staff for the setting and the children's best interests are always at the heart of the work and decisions made. The R.P has not ensured the Statement of Purpose fully meets the requirements of the Child Minding and Day Care (Wales) regulations 2010 (Regulations). Staff supervision has not been regularly completed and there are not enough staff sufficiently qualified with play work qualifications, which are also requirements of the regulations and NMS. Some other recommendations for improvement have also been identified.

Well-being

Children are happy and comfortable at the setting because they have good opportunities to make choices and decisions about what affects them. Children are encouraged to speak and express themselves and children are confident to do this. For example, children wanted to go on a welly walk to the woods and staff arranged this for the following week. Children are able to take part in a range of play and learning experiences. They freely move between different activities or can request resources of their choice. We saw some choose to participate in tasks and others playing independently with resources that they were interested in.

Children are active, express lots of enthusiasm and enjoyment at the setting. This shows they have a sense of belonging because they are forming relationships and are familiar with routines. Children are happy and positively engaged in play on their own, in groups or with members of staff. Each child thoroughly enjoyed their time at the setting. One child told us they had walked over to the setting after going home from school, indicating that they are highly motivated to attend the club. Another told us that they would prefer to stay home but had to attend as their parents were working. We observed the child laughing and getting fully involved in the activities on offer. The child later told us they had really enjoyed.

Interactions between children and adults are consistently good, as are those between children and their friends. Children co-operate well and are good at waiting and taking turns. Children of different ages play together and help each other. We saw a child running over to help another when they fell playing football. Children listen well to staff, following instructions and eagerly volunteering to help out for example, most of the children wanted to help carry the first aid kit on their adventure to the woods. Children are polite saying 'please' and 'thank you' to staff either of their own accord or in response to being reminded by staff.

Children are encouraged to develop their independence skills through taking part in a variety of different activities and using their initiative. Children are encouraged by staff to do things for themselves, such as wash their hands at appropriate times and take responsibility for their belongings. When the football got caught in a bush the children tried to use different items to free it. Care staff observed closely, stepping in when children had exhausted their ideas and asked for help.

Care and Development

Care staff understand and implement policies and procedures to promote healthy lifestyles and personal safety satisfactorily. They complete risk assessments and daily checks of the setting making changes as they feel is needed. They follow and implement the protective measures guidance in relation to COVID-19, as well as general hygiene practices relatively well. Washing their hands regularly and encouraging children to do the same. However, they need to ensure children have plenty of paper towels for drying their hands after handwashing.

In the main, most care staff have a thorough understanding of their responsibilities to protect children. They confidently answered questions around child protection scenarios and have procedures to follow in an emergency but due to the reduction in training available during the COVID-19 pandemic not all mandatory training is up to date.

Care staff have relevant understanding and knowledge of child development, and its impact on children's behaviour. Staff care for children effectively and meet their individual needs. They consistently implement positive behaviour management strategies so children know what the expectations are. For example, care staff intervening appropriately and calmly when there is conflict between children. The care staff encourage the children to share resources "*come on guys share properly now, don't do that or you'll hurt each other's fingers.*" They consistently use praise to reinforce good behaviour, using distraction techniques well for unwanted behaviour, as well as being positive role models for the children. Care staff talked to the children throughout the after school club session, asking questions, repeating children's words or as part of their play/activities. For instance, care staff asked questions about the older children's day at school and chatted to them whilst they completed a craft activity.

Care staff listen and respect the children's views. We heard interactions between care staff and children that demonstrated kindness and warmth. Care staff consistently encouraged children to do things for themselves but also offered support if needed. For example, children were encouraged to work out for themselves sorting a 5 aside football team and work cooperatively to achieve this.

Environment

The environment is very secure and well maintained indoors and outdoors. Thorough safety measures ensure access to and from the setting is secure because no one can enter or exit the setting without being admitted by an After School Staff member. People who run the setting ensure there are thorough cleaning routines to maintain good hygiene practices and infection control methods. However, we discussed with the provider the open bin in toilets and made reference to the COSSH policy which states that all bins must have a lid and should remain closed and that bins should be of the pedal bin variety. The provider confirmed that she has already replaced the bins with appropriate ones.

The premises is warm and inviting and is decorated in some places with the children's work, although the building is a shared community building. The main hall/play and activity area benefited from large windows and a lot of natural lighting. People who run the setting identify and minimise risks to children's safety very well. They conduct thorough maintenance and safety checks and work with the premises owner to maintain the upkeep of the property and equipment to ensure it is safe and suitable for children. Fire drills are carried out regularly and records kept. However, some Fire Evacuation Drills do not correspond to the monthly frequency stated in the log. If the frequency of drills are different then the fire log file must be changed to accurately reflect the time scales.

People who run the setting ensure that the environment has sufficient indoor play space for nearly all children to move freely. The outdoor play space is used as often as possible, and the doors to the outside area can be opened to allow the children free flow from their main hall into the outside environment. People who run the setting offer age appropriate equipment and the children have access to toys, games and resources, which are stored at an appropriate level and accessed independently as well as what the staff set out and rotate at each session for the children in their care.

Children sit at tables and chairs at their level. In the main people who run the service provide good resources to promote children's curiosity about the wider society, promoting equality and learning about cultural awareness. Children have access to loose parts to encourage imaginative play and we saw children enjoying playing with dollies, construction, a garage, table top games and arts and crafts as well as physical free play equipment .

Leadership and Management

People who run the setting share their vision with children, staff and parents but this is not accurately reflected in their documentation. A statement of purpose is available for the holiday club but contains very little information about the after school club. It is not wholly compliant with NMS needs further updating.

People who run the setting are currently in the process of fully reviewing their policies and procedures to ensure that these are largely implemented in practice. People who run the setting keep all the required records including existing injuries, accident and incident documents which are shared with parents/carers and signed and dated. However, a full record of the accident / incident was not being maintained at the service. In addition the Complaints Policy needs to be updated to include the correct contact details and CSIW changed to CIW. These updated documents should be shared with relevant people.

In the main the responsible person follows a safe recruitment process to safeguard children. They have systems in place, to update suitability checks as required and undertake appropriate pre-employment checks. However, some staff files were missing some of the regulatory required evidence. The performance management process also needs improving. In normal circumstances staff are encouraged to attend mandatory and additional training to ensure their skills are appropriate but we found that the ratio of care staff with suitable qualification was below the required guidance. Also, meaningful one to one supervision needs to be completed to ensure the quality of individual staff practice. In addition, annual appraisals are not undertaken and not recorded.

People who run the setting implement self-evaluation. They seek and implement the suggestions of children, the parents/carers, care staff and other interested partners.

Recommendations to meet with the National Minimum Standards

- R1. Provide paper towels for drying hands after handwashing.
- R2. Ensure procedures reflect timescales contained within setting policies.
- R3. Share all new and updated policies with relevant people.
- R4. Ensure all documentation and records provide accurate information.

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
15	The SOP is not compliant with the Child minding and Day care regulations (Wales) 2010 or the national	New

	Minimum standards for Regulated Child Care 2016. Necessary information about the after school club is not provided and the provider does not keep the SOP under review.	
29	Staff had not received suitable supervision and appraisals.	New
27	There was insufficient number of suitably qualified staff.	New

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.

Date Published 09/12/2021