



Inspection Report

Bright Buttons

**St Bernadettes RC Primary School
Bryn Heulog
Pentwyn
Cardiff
CF23 7JB**



Date Inspection Completed

23/04/2024

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About Bright Buttons

Type of care provided	Children's Day Care Out of School Care
Registered Provider	The Committee of Bright Buttons
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	17 August 2018
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.

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

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

Summary

Children enjoy their time at the setting. They make choices freely and have warm relationships with staff. Children behave and interact well with their peers of all ages. They value the range of indoor and outdoor activities available to them. Children are happy and independent in their play.

Staff promote children’s wellbeing and encourage healthy lifestyles. Staff manage risks and understand their responsibilities to safeguard children. They are good role models, and they build the confidence and self-esteem of children in their care. They use incidental Welsh to support children’s learning.

The environment is secure, clean, and welcoming. There is ample space for children to play. The resources available provide children with good opportunities for learning and recreation. Leaders and staff ensure that all health and safety requirements set out in the National Minimum Standards are implemented.

Leaders are committed to providing a service that children enjoy. The staff team is well established and motivated. Leaders have a range of policies and procedures to support the running of the club. However, some aspects of leadership and management do not meet the Regulations and National Minimum Standards for Regulated Childcare. Leaders engage positively with CIW and are acting swiftly on improvements needed.

Well-being

Good

Children make decisions about how to spend their time in the club, directing their own play confidently. They move freely around the environment choosing where and with what they would like to play. Children are confident to communicate their needs and opinions, as they know staff will listen and respond. For example, we saw children asking staff for help to solve a puzzle.

Children are happy, relaxed, and feel safe at the club. They settle quickly on their arrival and are familiar with the club's daily routines. For example, we saw children collect toys and games from boxes when it was time for free play. Children develop secure and warm relationships with staff. This supports children to confidently make choices and participate positively in their play.

Children of all ages play together, so they benefit from forming friendships with both older and younger children. They play happily alongside each other or together and share resources well. For example, we saw children of different ages play together with toy cars. We also saw younger children enjoy taking part in play organised by older children. Children took pride in showing us what they are doing and telling us what they like to do at the club. They listen well to instructions and are keen and interested in what they and their friends are doing. One child told us "I love coming here to play with everyone".

Children have good opportunities for different types of play and they move happily around the base room. They spend time on activities that interest them and use resources creatively. We saw a group of children enjoy completing puzzles with staff support. We saw others engrossed in playing board games. Children value the opportunities for active play outdoors. For example, children enthusiastically use the climbing frame available to them on the yard.

Children are inquisitive and engaged in their play. Through spending time on activities that interest them, they develop their confidence and creativity. Staff encourage children to do as much for themselves as possible. They work together to tidy up their resources and ensure they are all returned to the correct place. Children access toilets and wash their hands independently; at snack time, almost all children went to wash their hands without prompting from adults. While eating their snack, they chat together and show politeness through saying 'please' and 'thank you'.

Care and Development

Good

Staff members implement procedures to meet children's needs and ensure their safety and well-being. They provide opportunities for children to be active and get fresh air, with regular access to the outdoor play area. Staff have a good understanding of their safeguarding responsibilities. There are enough staff qualified in first aid. Staff demonstrate good infection control through regular handwashing, wiping tables and wearing gloves and aprons to prepare food. Staff members that are responsible for preparing food have undertaken food hygiene training and allergies are managed through suitable procedures. Children have the opportunity to eat healthy snacks. We saw staff providing children with cheese, pitta bread, bananas, apples and plums.

Staff act as good role models and respond sensitively to children's individual needs. They interact positively to allow children's confidence to grow. For example, we observed staff praising children for counting the number of animals on a sheet correctly. Staff are sensitive to the wishes and needs of individual children. They are mindful of the age and stage of development of children when managing behaviour issues and they encourage co-operation and compromise. For example, when more than one child wanted to use the climbing frame, a staff member intervened saying 'you can take it in turns'. Staff frequently praise positive actions which reinforces children's understanding of socially acceptable behaviour and increases their self-esteem and self-confidence.

All staff members work as Teaching Assistants at the school where the club is located, and they know all children well. They have good knowledge of play-based learning. The current planning for the club is informal and staff speak with the children at the beginning of the session to identify what they would like to play with. Staff members support children's choice of play, engaging thoughtfully when requested to. For example, we heard a staff member chatting about different animals with a child as they solved animal related puzzles. They understand that some children may wish to sit and relax and chat with friends after their school day. Staff members use incidental Welsh throughout the session.

Environment

Good

Leaders ensure that the environment is safe for children as appropriate policies and procedures have been implemented. There is a locked front door and the door to the main hall has a fob entry system. Visitors to the service are required to sign in and out at the school's main office. The outdoor area is surrounded by a high boundary fence. There are suitable risk assessments in place and staff complete effective daily safety checks for areas used by children. Fire drills are conducted regularly. Leaders ensure that all routine safety checks are carried out for the building such as an annual gas safety check, electrical safety test and smoke alarm tests. The setting has access to a clean and well-maintained kitchen for preparing snacks.

The premises provide effective indoor and outdoor space for children to play. Children play in the main hall area of the school and there are adjacent accessible toilets and areas for children's personal belongings to be stored and accessed independently. Bathrooms are well stocked with soap and paper towels to promote an infection free environment. There is a separate storage room for the club's resources which staff bring out during the session. There are temporary displays inside the hall which include examples of children's work which celebrates their achievements, giving them a sense of pride and belonging.

Leaders provide good quality, age-appropriate resources and equipment for children who attend the service. Inside the building, there is a purposeful selection of resources and play materials including building resources, craft materials, puzzles, toys, board games and laptops, all of which were well-maintained. Children are aware of the resources stored out of their reach and were heard asking for those. They had access to tables and chairs for arts and crafts activities and for eating their snack. Outside, children have access to physical play through resources including a climbing frame and an outdoor shelter.

Leadership and Management

Adequate

Some recommendations from the previous inspection report have not been achieved and they will be re-issued in this inspection. The statement of purpose has been amended since the previous inspection however, the information is now out of date. Leaders have suitable policies and procedures in place however, latest review and next review dates are not noted on these. There is a complaints policy in place however, it does not include timescales for dealing with complaints. The safeguarding policy does not reflect current procedures and does not include information in relation to receiving an allegation against the Responsible Individual (RI). All required information kept for children and staff is stored and managed suitably. The RI does not have a current disclosure and barring certificate (DBS). This is an area for improvement, and we expect the provider to take action. Leaders assured us that they would address this immediately.

Leaders carry out an annual quality of care review of the service. The Self-Assessment of Service Statement (SASS) has been completed and submitted on time to Care Inspectorate Wales.

Leaders and staff meet daily to discuss any issues in relation to the club and to share ideas. Leaders carry out informal supervision meetings with staff. However, these are not recorded. This is an area for improvement, and we expect the provider to take action. Staff files were available to view at the inspection. Staff hold the relevant care and playwork qualifications. Leaders ensure that a suitable number of staff have paediatric first aid training. They provided us with a list of the documents they require and checks they would undertake to demonstrate their knowledge of safe recruitment. However, there was no evidence that staff have a current DBS. This is an area for improvement, and we expect the provider to take action. The RI assured us that they would address this immediately. Leaders provide a suitable system of reporting accidents and incidents, however not all records were fully completed.

Partnerships with parents are good. Parents that we gained feedback from were very complimentary about the care that their children receive. They all commented that their children enjoy attending, that staff were very approachable and that they have suitable daily feedback.

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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20	The registered person must ensure that staff Disclosure and Barring Service (DBS) checks remain current at all times.	New
6	The registered person must ensure that the Responsible Individual has a current DBS check.	New
29	The registered person must ensure that all staff receive appropriate supervisions and appraisals.	New

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 5 - Records	Ensure accidents and incidents are recorded appropriately and signed by parents.

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)
Ensure the Statement of Purpose is reviewed regularly to ensure it is an accurate reflection of the service.
Ensure that policies and procedures are dated and reviewed regularly.
Ensure the complaints policy is updated to include timescales for dealing with complaints.
Ensure the safeguarding policy reflects current procedures and includes information in relation to receiving an allegation against the Responsible Individual.

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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Date Published 24/06/2024