



Inspection Report

Bonymaen Kids Play Initiative

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



Date Inspection Completed

13/08/2024

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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	19 October 2021
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, but does demonstrate some 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 communicate confidently as their wishes are considered. They feel happy, settled and are given good opportunities for their age and stage of development. Children of all ages enjoy the independence to confidently do things for themselves.

Staff understand the setting's policies and implement them consistently. They promote healthy lifestyles and the children's well-being. Staff are aware of risks and understand their responsibilities to safeguard children. They are good role models, and they build the confidence and self-esteem of the children in their care.

People who run the setting implement clear measures and are aware of their responsibilities to ensure children's safety. They keep risk assessments and the building's safety equipment in place. People who run the setting provide a good range of resources and ensure children can access these throughout their time at the setting.

People who run the setting provide policies which are mostly in line with regulations and the National Minimum Standards. They provide most staff with adequate mandatory training for their roles and are developing processes for appraisals and supervisions to be completed in a timely manner. People who run the setting have effective partnerships with the community centre from which they run the setting, with local schools through a pickup service, and with parents who are supportive of the setting.

Well-being**Good**

Children communicate confidently as their wishes and needs are considered. They have opportunities to make decisions and are comfortable to ask for resources such as games. Children enjoy their time at the setting and openly express their enthusiasm. They move around the setting freely and choose what they wish to play with and with whom. For example, the arts and crafts table in the main hall, spending time in the quiet room with board games or playing football outdoors. Children who choose not to visit the park, say so and happily choose to stay at the setting to continue with their activities.

Children feel safe, happy, and settled. They are familiar with the indoor setting and immediate outdoor spaces and comfortable to use the facilities confidently. Children appreciate the relaxed atmosphere of the setting and the autonomy to create their own timetable and at their own pace. They chat openly about what they enjoy doing and talk with interest about the activities such as outdoor football and a range of games. Children smile as they receive praise for showing kindness or when they take their own rubbish to the bins. Younger children told us they enjoy seeing their friends and older children take pride in helping to look after the younger children with kindness. They have a clear sense of belonging and develop good relationships.

Interactions between the children and with staff are consistently good, demonstrating respect, humour and care. Older children who are referred to as young volunteers are thoughtful. They chat openly with younger children, staff and visitors. Children communicate their ideas confidently. They are excited and energetic as they play, such as outdoor team games, or indoor crafts. Children share ideas, work together, take turns, and socialise well. They enjoy the freedom to explore the setting and show respect towards each other and to their environment. Children follow rules that affect them and others. For example, they respond quickly when staff call them in the public park.

Children enjoy their play opportunities and engage well in the experiences available to them. They show curiosity as they explore a variety of play resources and politely ask staff when they wish to play with other resources such as the scooters from the outdoor storage unit. Children enjoy the free flow approach of the daily routine and take full advantage of playing outdoors as much as they can. They are under no pressure to complete any activities and know they can leave resources and return at their own will, for example the train set or board games.

Children have good opportunities for their age and development which enable them to follow their own interests. They feel a sense of achievement and pride when they succeed in activities, such as taking the fruit tray around at snack time. Older children serve lunch to younger children in a supportive manner. Children are independent and do things for themselves confidently. For example, they access their water flasks throughout the day, eat independently at mealtimes and use the toilet and handwashing facilities confidently.

Care and Development**Good**

Staff are experienced and understand the setting's policies and procedures, implementing these consistently. They promote healthy lifestyles, physical activities, safety, and children's personal well-being. Staff continuously manage risks effectively and are aware of the children's safety, such as when they are spread out in the park. Staff encourage children to wash hands before lunch and remind children of hygiene procedures whilst going back and forth to the toilet. Staff have a clear understanding of their responsibilities to protect children. They know how to raise safeguarding concerns and can confidently explain how to follow procedures. Staff are alert around supervision arrangements and ensure they are deployed in all areas of the setting. They know the children very well and are aware of their individual needs. Staff are familiar with their responsibilities around children's allergies and medical needs and records are in place. Staff ensure children with additional learning needs are supported. Staff work hard to ensure nutritious meals are provided such as spaghetti bolognese. They also ensure children are provided with opportunities to taste different foods such as fresh blackberries.

Staff communicate well with each other and with children and create a calm, safe and relaxed atmosphere. They are good role models for children and interact respectfully. They sit with children during mealtimes and chat with them in a relaxed manner. Staff consistently respond to children's interests and questions. They spontaneously offer explanations and extend children's ideas and understanding. For instance, staff demonstrate their own knowledge and skills when they chat about historical events or science experiments and children listen intently. Staff move around to support children. They sit at tables, on the floor to play, or around the outdoors. Staff interactions with each other and with the children demonstrate mutual respect and children are happy, comfortable and feel at home. Staff offer clear explanations around sharing and promoting positive behaviour and often use incidental Welsh. For example, whilst playing in the public park, staff encourage children to use the playground equipment safely and respectfully, *"if someone says stop, you must stop," "please leave the park as we found it," "well done, that's good, chwarae teg."*

Staff are knowledgeable, and have a good understanding around the children's needs, interests and how this affects their learning experiences. They are caring and sensitive to the experiences of children. They encourage them, particularly the older children to take ownership of the setting, therefore becoming responsible and proud of themselves and their environment. For instance, younger children turn to staff to learn how to tie their shoelaces and demonstrate a real sense of achievement when they succeed. Older children show initiative to take on tasks and are empowered by staff to lead on certain responsibilities such as clearing away and organising team games. This impacts positively on children's behaviour, where they learn to successfully help each other with daily tasks, develop their soft skills and boost their sense of pride. Staff promote diversity and children's rights. When supporting children in their activities, such as artwork and sport, they ensure freedom and independence, building the children's confidence and self-esteem.

Environment

Good

People who run the setting keep measures and policies in place to ensure everyone is aware of their responsibilities to keep children safe. They ensure the indoor and outdoor environments are adequately maintained. People who run the setting offer an environment which is run from the community centre, offering an open, well ventilated, large play space. They have risk assessments in place which are reviewed as and when any additional measures are identified. They also keep a fire risk assessment and ensure regular fire drills are undertaken. People who run the setting manage staff to children's ratios correctly and supervise the younger and older children well. They maintain a daily register where all children and staff are signed in and out of the setting accurately. People who run the setting ensure the environment provides a good level of security and entry to the main building is not permitted without staff authorisation. They ensure safety gates separate the outdoor areas and the main car park which are always locked, keeping everyone safe within the setting's boundaries. As a result, children have the freedom to move around the setting's designated areas independently and safely. People who run the setting ensure all visitors are signed in and out of the setting and have effective measures in place to ensure everyone at the setting is safe and always accounted for.

People who run the setting ensure the indoor area provides a good environment for playing as well as extending the children's skills. They offer an open space within the setting which provides all children with opportunities to be independent, relax and unwind, either at the end of the school day or during school holidays. For example, a space to play creatively, develop art skills, and nurture competitive and physical skills. People who run the setting enable children to create displays such as superheroes and gods and goddesses and children feel a sense of pride when they see their artwork. They ensure the outdoor spaces which surround the setting provide safe areas to enjoy games and sport. They also provide an added muddy area within the enclosed rear outdoor space and a grassed area with picnic tables for children to enjoy a range of board games outdoors. People who run the setting provide appropriate toilet facilities and ensure staff follow guidelines to promote children's privacy and dignity. They ensure the setting's paperwork is stored confidentially and make full use of the setting's large kitchen where wholesome meals are prepared.

People who run the setting provide a good range of age-appropriate resources to stimulate the children's curiosity. For example, games, extensive craft materials, construction resources and opportunities to play sports such as volleyball. They ensure a wide variety of resources are laid out, or stored nearby, and children can access them easily. People who run the setting ensure the outdoor area offers resources such as football goals, balls and transport toys to promote further physical and problem-solving skills. They also make regular use of the nearby park where children enjoy large open spaces for group games such as throw the welly, as well as an enclosed playground.

Leadership and Management

Adequate

People who run the setting have a clear vision and strive to ensure consistent support is given to all the children who use the setting. They updated their statement of purpose

during the inspection episode to reflect the setting's current arrangements. People who run the setting keep policies and procedures which are mostly in line with the National Minimum Standards. They also updated these during the inspection episode. People who run the setting are experienced and understand their regulatory responsibilities. They ensure certificates are up to date and children's files and documents such as accident records are in line with requirements. We saw records demonstrating the process of parental consent for the holiday visits and trips timetable.

People who run the setting present a comprehensive quality of care review, which includes detailed information of how they respond to feedback and fulfil improvement goals. They listen carefully to the opinions and views of those who use the setting and work hard to offer the best care and experiences within their means. People who run the setting invest time in seeking financial support and make good use of grants. As a result, they work continuously to develop and improve their service of care, providing purposeful and memorable experiences for children.

People who run the setting have established a team of long-term staff. They also welcome seasonal staff each year, particularly over the summer holiday playscheme to further enhance children's experiences. We saw all staff collaborating closely and effectively. Staff said they enjoy their roles and responsibilities at the setting. They thrive on responding to children's interests leading to purposeful activities and experiences for the children. Staff said they found their roles rewarding and they work hard to ensure children are provided with endless play opportunities. People who run the setting strive to ensure staff meet mandatory training requirements and encourage ongoing professional development. However, not all staff had completed the relevant safeguarding training. People who run the setting keep staff files for all individuals and updated these further during the inspection episode. They also undertake supervisions and appraisals. However, some of these had lapsed. Staff said they can raise issues easily and their individual requirements are considered.

People who run the setting ensure children are provided with a consistently good level of care. They make the most of links with schools, the community centre and the local community. People who run the setting work with a range of professionals such as sports development and woodland officers and have enjoyed being part of an orchard project. They also ensure all children enjoy a range of experiences around the local area such as walks to nearby hills and beaches. People who run the setting ensure children who attend the holiday club have opportunities to go on day trips such as a dinosaur park. They are regular visitors to the local park and enjoy the opportunity to explore their immediate community. Parents are supportive of the setting and offer praise for the opportunities their children have to socialise, play and learn.

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.

Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	
15	The SOP is not compliant with the Child minding and Day care regulations (Wales) 2010 or the national 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.	Achieved
29	Staff had not received suitable supervision and appraisals.	Achieved
27	There was insufficient number of suitably qualified staff.	Achieved

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 20 - Child protection	Ensure all staff access safeguarding training relevant to their work role and designated members of staff attend relevant safeguarding training in line with new requirements.
Standard 13 (Day Care) - Suitable Person	Ensure the process of regular supervisions and annual appraisals continue to develop and become embedded in practice.

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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