



Inspection Report

Playworks Usk

**Usk Church in Wales Primary School
Monmouth Road
Usk
NP15 1SE**



Date Inspection Completed

23/05/2024

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About Playworks Usk

Type of care provided	Children's Day Care Out of School Care
Registered Provider	Playworks Childcare Limited
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	13 February 2017
Is this a Flying Start service?	Yes
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>	Good

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

Summary

Children are happy, settled and enjoy attending the setting. They follow their interests and have fun with their friends. They have many opportunities to contribute their ideas and opinions. They have developed strong relationships with staff, allowing them to feel safe and secure. Their independence skills are developing by participating in a variety of experiences.

Staff keep children safe and implement successful policies and procedures. Interactions between staff and children are consistently warm and nurturing. Staff effectively support children's needs. They plan a range of interesting activities in response to children's ideas and interests.

The premises are safe and secure. The environment is welcoming, spacious and well organised. There is a suitable selection of age-appropriate activities and resources available to keep children engaged and promote their all-round development. Risk assessments are robust and reviewed regularly to ensure children's safety.

The leadership and management of the service is effective. They have developed positive partnerships with parents and work well to provide them with information about the children's well-being and care. Managers make improvements where necessary to benefit the children in their care. Staff feel well supported and enjoy their work. Policies and procedures are comprehensive and detailed.

Well-being

Good

Children have a strong voice, follow their own interests, and make decisions about how they spend their time at the setting. For example, they choose between indoor craft and construction activities or outdoor sports activities. Children are confident and know their ideas and wishes are fully considered by taking part in regular meetings to discuss and share ideas about what they would like to do. They regularly express their views and opinions, giving suggestions and ideas about improvements including any ideas for new resources through use of a suggestion box and questionnaires.

Children feel safe, happy and valued at the setting. They are familiar with routines, however we noted that upon their arrival, current routines mean that they are not able to become quickly engaged or settle straight into their play. They have developed positive relationships with both staff and their peers and chat to them with ease. Children feel relaxed and secure and told us how they have fun at the club and enjoy playing outside with their friends.

Children develop close, healthy relationships and interact well with one another. We saw them play happily together and readily share resources and take turns. For example, younger children took turns to race their cars down a spiral racetrack, encouraging one another saying *“Go on, you can do it”*. Older children compete happily against one another in games of tennis and football. During snack time, they sit at tables chatting about their interests and enjoying each other’s company. They interact well with staff, often approaching them to chat, ask for help or invite them into their play.

Children are motivated and enjoy the variety of play opportunities on offer at the setting. They choose from a good range of stimulating activities and resources and sustain interest in their play. For example, indoors they use dinosaurs to act out role-play in their jungle game and chat for lengthy periods about the differences between Velociraptors and Troodon’s. Children are keen to share their work and achievements. For example, we heard a child say, *“Look at this”*, as they smile with delight and proudly show staff their airport model. Children are keen to play outdoors and appreciate the various areas attached to the school grounds where they can develop their physical skills.

Children’s self-help skills are developing well. They take responsibility for their own belongings, such as their coats and bags and use the toilet area independently. During children’s meetings, older children take responsibility for making a record of discussions held. They make choices at snack time, however we noted that further opportunities, such as serving themselves and pouring their own drinks is not consistent as this has only recently been re-introduced. Children readily follow instructions such as tidying up and putting resources away independently.

Care and Development

Good

Staff have a good understanding of how to keep children safe and healthy. They are well qualified providing children with valuable care. They receive regular safeguarding training,

are confident in recognising signs and symptoms of abuse and understand how to report any safeguarding concerns in line with the setting's safeguarding policy. There is a clear medication policy and procedure that is followed, and staff keep effective records relating to accidents, incidents and pre-existing injuries which are signed by parents and monitored and evaluated regularly. All staff hold a paediatric first aid qualification, enabling them to deal with minor accidents confidently and first aid kits are available, and their contents are regularly checked. Food provided to children is freshly prepared, healthy, and nutritious. Most staff hold food safety training and follow robust procedures to manage children's food allergies, individual dietary requirements, or medical needs. Continuous access to daily outdoor play experiences offers children the benefits of physical exercise and fresh air. We saw staff consistently follow thorough hygiene and cleaning practices as part of the infection control process to help keep children healthy and safe.

Staff have positive relationships with the children and interact in a caring and patient manner. They use consistent and effective methods to encourage children to follow club rules and manage any signs of unwanted behaviour carefully, diffusing situations before they become issues. They consistently implement positive strategies in line with their behaviour management policy, offering regular and consistent praise and encouragement to children. Staff often use phrases such as *"Well done, good job"* and *"Wow, that's amazing"*. Staff act as good role models, always showing respect for one another and the children. They continuously remind children to share, be kind and use their manners such as 'please' and 'thank you'.

Staff respond to individual needs ensuring children enjoy their time at the club. They plan a range of activities led by children's interests such as cooking and painting activities. Staff engage positively with children during play and support their learning and development naturally and in the moment. For children requiring additional support, staff are proactive in their approach, working closely with the school to ensure their needs are met. During the inspection, we heard children talking to one another confidently using lots of incidental Welsh. We also heard staff using simple words and phrases with children and staff told us that they are currently in the process of further developing their skills and confidence in this area.

Environment

Good

People who run the setting ensure the environment is safe and appropriate policies and procedures are implemented effectively. They ensure the environment is secure from unauthorised access and maintain records of all visitors. Staff keep an accurate record of children's attendance as well as the members of staff who are caring for them and they

ensure that children are always supervised closely. Staff manage risks well and undertake daily visual checks to identify and eliminate any possible risks to children's safety. There are a range of beneficial risk assessments in place for all areas of the setting and these are regularly reviewed and updated. Regular fire drill practices including reverse drills are undertaken to ensure staff and children are familiar with how to leave and re-enter the building safely. Fire equipment is regularly tested, and routine maintenance checks for the building and appliances are up to date.

The setting is based in a primary school using the main hall and playgrounds as its activity space. The setting is welcoming, and facilities are accessible and well maintained with ample space provided for children both indoors and outdoors. A variety of activities are set out across the indoor hall including arts and crafts, a role-play area and a cosy area where children can relax or undertake quiet activities such as reading. Managers demonstrated many examples of children's work produced at the club which is celebrated in a variety of display books that help children to feel a sense of belonging. There is a large spacious outdoor play area with different areas to stimulate children's interests. Children can access a tarmacked area, a large, grassed area and woodlands. Future plans include obtaining a plot within the outdoor area where children can plant and grow vegetables. Staff have use of a small kitchen area to prepare snacks and drinks and there is a well-established cleaning schedule in place to reduce cross infection within the setting.

Children have access to a range of clean, suitable resources, which are age appropriate and well maintained. Staff keep the resources well organised in a storage room adjacent to the hall. They monitor the resources to ensure they are of good quality and rotate them to meet the needs and interests of the children attending. Children access the resources freely, for example, some children enjoyed accessing a variety of stationery and stencils to create their own pictures. Furniture is of a suitable size and design and school dining tables are used for children to sit down together for snack and to complete activities. Outdoors, children have access to a selection of sports equipment such as balls, bats and rackets. A limited number of Welsh cultural activities and books are available, however, we noted that there are no multicultural resources available to further extend opportunities and help promote equality and awareness of other various cultures and the diverse society we live in.

Leadership and Management

Good

The leadership and management of the service is effective. People who run the service have a good awareness and knowledge and understanding of their regulatory responsibilities. The statement of purpose provides parents with information on how the setting runs. Detailed information about children is obtained and contracts agreed with parents, as part of the admission process. Beneficial policies and procedures are in place which reflect current practice and are reviewed regularly ensuring that the service operates smoothly on a day-to-day basis. Leaders always inform Care Inspectorate Wales (CIW) of

events set out in regulations providing relevant information at the correct times to ensure that children are safeguarded, and their welfare promoted.

People who run the service plan effectively for improvement and established systems are in place for the evaluation of the service. Regular feedback is gathered from children, staff, and parents and information is carefully considered to identify areas for improvement and inform the quality-of-care report. People who run the service ensure they plan to make continuous improvements to meet the needs of the children. For example, by adding a quiet area where children can relax and continuing to build on the equipment and activities that are offered to children. People who run the service submit their Self-Assessment of Service Statement when requested by CIW.

People who run the service employ an appropriate number of qualified and experienced staff to ensure children are always well cared for. They value their staff and are supportive and committed to ensuring that the whole workforce implements good working practices. Staff files are well organised and demonstrate that leaders follow robust recruitment procedures to ensure staff are suitable to work with children, including Disclosure and Barring Service (DBS) checks. Staff work closely together as a team and told us they feel valued and supported and are confident to talk to managers with any concerns. A thorough induction policy is implemented, and regular supervisions and appraisals are held to help support staff in their professional development and reflect on their practice. Staff are supported to complete further training or to obtain further qualifications, should they so wish. Frequent meetings are held to ensure that all staff are kept up to date on relevant information and discuss any issues relating to the running of the setting.

People who run the service have developed positive relationships with parents and welcome them into the setting daily, sharing information via daily verbal feedback. There is a notice board for parents located within the hall, which shares useful information about the running of the setting and emergency health and safety procedures. Good links are in place with the adjoining school and both managers and staff communicate frequently with teachers and school leaders to communicate relevant information and feedback ensuring appropriate support is available for children.

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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N/A	No non-compliance of this type was identified at this inspection	N/A
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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.

National Minimum Standards	
Standard	Recommendation(s)
Standard 8 - Nurture and well-being	Continue to promote further independence of children at snack time.
Standard 23 - Equipment	Develop activities and resources to promote children's cultural awareness and equal opportunities.

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)
Reconsider the current routine for children's arrival into club to ensure they are quickly engaged and stimulated.

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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