



Childcare Inspection Report on

Ysgol Penrhyn Flying Start

**Ysgol Penrhyn
School Lane
New Broughton
Wrexham
LL11 6SF**



Date Inspection Completed

24/10/2019

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Description of the service

Ysgol Penrhyn Flying Start operates from within Ysgol Penrhyn New Broughton Primary School offering a flying start provision, wrap around care and out of school care. The service is open Monday to Friday, term time, offering out of school care from 07:30-08:50 and 15:00-17:30, flying start provision from 09:00-11:30 and wrap around care from 11:30-15:00. The service is registered to care for a maximum of 12 children aged 2- 12 years. The registered person is Martin Matthias and persons in charge are Tessa Lewis and Janice Kingston.

English is the main language. This is a service that does not provide the Welsh language 'Active Offer'.

Summary

1. Overall assessment

This was a focused inspection to assess the actions taken to address the identified non-compliance at the last inspection. Therefore, we only looked at specific aspects within each theme.

Children are happy, settled and enjoy attending the service. Staff follow appropriate procedures which keep children safe, they provide suitable activities and manage children's behaviour adequately. The service runs appropriately and leaders have addressed all non compliance issues and are keen to continue to make improvements.

2. Improvements

Since the last inspection leaders have drawn up an action plan and made several improvements including:

- Following advice from outside agencies;
- updating children's registration records to ensure they contain all required information;
- updating staff files;
- providing staff with paediatric first aid training and,
- a fire drill has been conducted.

During the course of this inspection leaders:

- provided evidence to demonstrate annual appraisals had taken place;
- sent us an updated statement of purpose, and
- sent us the annual quality of care review.

3. Requirements and recommendations

None

1. Well-being

Summary

Children are happy and valued. They make some decisions, interact appropriately and develop positive relationships with staff. Most children co-operate with others and enjoy the range of play and recreational activities on offer.

Our findings

Children had some opportunities to make decisions during their play and recreation and their wants and needs were considered. For example, children decided what they wanted to play with and whom they wanted to play alongside. Children's requests were mostly listened to which we saw when they asked for specific resources, which were out of reach, and they had some choice over what they ate and drank at snack time.

Children were content and familiar with routines. For example, at the beginning of the after school club session, children put their belongings away and immediately settled to activities whilst the register was being taken. Positive relationships had been developed with staff which enabled children to feel comfortable and secure. For example, children had fun kicking a football with a member of staff and enjoyed talking to staff about their interests.

Most children interacted and co-operated appropriately. For example, children mostly followed instructions to tidy up resources, they shared equipment such as the felt tipped pens and some used good manners. Positive relationships were forming with their peers, which we saw when an older child taught a younger child how to catch a rugby ball.

Children showed appropriate levels of engagement and were interested in their play. For example, they enjoying peddling the go-cart around the playground and showed perseverance when trying to kick a ball in to the net. Children told us they liked coming to the service and particularly enjoyed playing outside and doing craft activities.

Children had access to a reasonable variety of experiences with most toys and resources within their reach, enabling them to develop appropriate skills and become independent. They tidied resources away, handed snack out to their peers and put their belongings away when they arrived at the service.

2. Care and Development

Summary

Staff follow appropriate procedures which keep children safe. They interact positively with children, provide suitable activities and manage children's behaviour appropriately.

Our findings

Staff followed appropriate procedures, which kept children safe. For example, children and staff attendances were recorded which ensured everybody could be accounted for in the event of an emergency, fire drills were carried out suitable intervals and the register confirmed leaders were caring for the number of children the service was registered for. Staff understood safeguarding in its wider sense and through discussion demonstrated how they kept children safe at the service. However, to strengthen this knowledge, they could attend safeguarding training which they had already made a note of in the service's action plan. Staff had attended recent paediatric first aid training which supported them in carrying out first aid.

Staff interactions were positive. They understood the behaviour management policy and implemented appropriate behaviour management strategies, which kept children safe. For example, children were praised for completing good work and for sharing equipment. Staff had received support in managing behaviour from the school, they planned more activities which kept children engaged and they had reviewed the club rules. Staff brought children down to the club promptly, which provided a positive start to the session. One-page profiles had been created for specific children, which captured important information to enable staff to be aware of the strengths, interests and specific support needs of those children. Leaders had also purchased a book to log any specific behaviour patterns in order to monitor behaviour and support children accordingly.

3. Environment

Summary

Appropriate procedures are in place, which ensure children are cared for in a safe environment.

Our findings

Leaders provided a clean and secure environment for children. For example, visitors were asked to sign in on arrival, the entrance to the service was controlled by staff and children were well supervised on the playground and indoors. Appropriate systems ensured the environment was safe for children. For example, hazards, including waste materials, had been removed from the environment and comprehensive written risk assessments were written and followed with potential risks identified and so far as possible eliminated.

4. Leadership and Management

Summary

Leaders work hard and manage the service appropriately. Strengths and areas for development are recognised and action is taken to improve the service, ensuring it operates in line with our regulations. More support has been put in place to guide staff and documentation is well organised.

Our findings

Leaders managed the service appropriately and ensured the service operated in line with our regulations. For example, a detailed action plan was written in order to address the issues raised at the last inspection. This was shared with staff and they generally understood which aspects they were responsible for. Appropriate policies and procedures were followed and leaders were in the process of reviewing these so that the service had one set of policies, ensuring consistent practice. The statement of purpose was incomplete but before the report was written, we received an updated copy, which accurately reflected the service and met requirements.

Leaders drew upon advice and feedback from us and other agencies and prioritised matters which required improvement. For example, staff had worked hard to ensure the environment was safe for children, that documentation was organised and that staff attended required training. Leaders were reflective and had sent questionnaires out to gather the views of children and parents and these were extremely positive. The annual quality of care report had not been completed, but following the inspection, we received this document. It was comprehensive and identified the service's strengths and next steps. For example, in the coming months leaders planned for staff to attend further training and to launch a social media page to share information with parents/carers.

Since the last inspection, leaders supported staff appropriately to ensure the service ran smoothly. For example, leaders worked closely with external agencies and put an action plan in place. A manager had also been appointed to offer additional support to the persons in charge. However, the sharing of information could be more effective to ensure all staff are clear about exactly what they need to do. For example, a member of staff spent time updating some of the out of school club documentation, which was unproductive because leaders then planned to create new policies to reflect all aspects of the service.

Leaders ensured children's registration records were well maintained and they contained all required information. Staff files were well organised and met requirements, including staff having up to date Disclosure and Barring Service (DBS) certificates. Staff received supervision but had still not received an appraisal. Following the inspection, we were provided with

evidence which demonstrated leaders had addressed this by immediately carrying out annual appraisals with all staff which met our regulations.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

At the previous inspection, we issued non compliance notices to Ysgol Penrhyn Flying Start because they did not meet their legal requirements in relation to:

- The competency of the registered person (Regulation 9): At this inspection, we were satisfied the registered person had put necessary measures in place to manage the service appropriately, including drawing up an action plan, seeking support from outside agencies and recently employing a manager to support the persons in charge. This ensured the service operated in line with regulations.
- Children's records (Regulation 30): At this inspection, we were satisfied the regulations were complied with. We saw children's registration records contained all required information.
- Health and safety (Regulation 25): At this inspection, we were satisfied that the service was safe for children. Potential hazards had been reduced or eliminated and written risk assessments had been completed and followed.

5.2 Recommendations for improvement

None

6. How we undertook this inspection

This was an unannounced focused inspection to test non compliance.

One inspector visited the service from 14:50-18:00 on Thursday 24 October 2019 and further evidence was provided by email on Sunday 27 October 2019.

We:

- observed practice and completed observations using the SOFI2 tool to evidence the children's engagement and the care being provided by staff;
- spoke to the children and staff;
- read a sample of parent questionnaires sent out by the service;
- spoke to the registered person and person in charge, and
- looked at a wide range of records including the statement of purpose, staff files, children's registration records, the quality of care report and the service's action plan.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

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| Type of care provided | Children's Day Care Full Day Care |
| Registered Person | Martin Matthias |
| Person in charge | Tessa Lewis Janice Kingston |
| Registered maximum number of places | 12 |
| Age range of children | 2-12 years |
| Opening hours | Monday to Friday term time 07:30-08:50 breakfast club 09:00-11:30 Flying start 11:30-15:00 wrap around 15:00-17:30 after school club |
| Operating Language of the service | English |
| Date of previous Care Inspectorate Wales inspection | 29 April 2019 7 May 2019 |
| Dates of this inspection visit(s) | 24 October 2019 |
| Is this a Flying Start service? | Yes |
| Is early years education for three and four year olds provided at the service? | No |
| Does this service provide the Welsh Language active offer? | This service does not provide an 'Active Offer' of the Welsh language. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care'. |
| Additional Information: | |

Date Published 17/12/2019