



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru
Care and Social Services Inspectorate Wales

Childcare Inspection Report on

Carmarthen Breakthro

**Station Road
Nantgaredig
Carmarthen
SA32 7LQ**



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Description of the service

Carmarthen Breakthro' was registered in 1996 to provide out of school care for a maximum of 10 children. The service offers care to children with additional needs aged five to nineteen years between the hours of 10am and 4pm Saturday and during school holidays. The registered person is Emyr Huw Beynon who is also the person in charge. The languages of care are English and Welsh.

Summary of our findings

1. Overall assessment

We found that children enjoy themselves at Carmarthen Breakthro'. They have fun with their friends and are cared for in a safe and stimulating environment.

They are cared for by knowledgeable, nurturing and consistent staff who are committed to meeting their individual needs. Parents are very happy with the excellent service provided.

2. Improvements

Leaders have purchased additional outdoor equipment and have launched a new website.

3. Requirements and recommendations

None

1. Well-being

Summary

Children are well settled and happy at the service. They told us that they enjoy coming to the service, playing with their friends and doing activities such as cooking, arts and crafts, going on trips as well as playing in the outside area.

Our findings

1.1 To what extent do children have a voice?

Children make choices and express themselves.

We observed children confidently choosing games and making requests to the staff. Children independently chose to play alone, with friends or with staff. On arrival at the service some children chose to relax on the comfortable soft furnishing in the reading corner whilst others chose to spend time in the creative area or to cycle on specialised trikes. A child indicated to staff that they would like a story read to them and cuddled up to the staff member as the story was being read. Children chatted to staff in a relaxed manner about their activities at home since their last visit such as a family barbecue as well as asking “Do you like my new shoes?” for example.

Children at this service have a strong voice.

1.2 To what extent do children feel safe, happy and valued?

Children form positive relationships and feel confident that their feelings will be taken into account. Children are engaged, interested and excited in their play. They sustain interest in activities and are familiar with structured play and free time.

We observed children smiling, laughing and chatting with their friends and with adults. Children identified the staff that they would speak to if they felt sad and told us that they felt safe at the service. A child told us that they like to come to the service as “I can be myself and feel free”. We observed that the children were excited and happy when they arrived. They looked forward to the arrival of their friends and greeted them with enthusiasm, some giving a hug while others shook hands. They were evidently familiar with the routine on arrival and chose their favourite activities. During the session a child chose to sleep on the soft furnishing showing they were at ease in their surroundings.

Children are well settled and feel very secure and happy.

1.3 How well do children interact?

Children are settled and form bonds of affection with staff and peers.

We saw that children were happy, settled and relaxed during our visit. They were engaged in their play and we saw a child playing hide and seek with a staff member as well as requesting a favourite story. A small group enjoyed listening to music and singing along to the words while discussing the forthcoming pop concert that someone they knew was attending. Staff and children applauded when they finished singing one particular song. Children enjoyed playing on the trikes and swings and in one instance a child on the trike got a little too close to the swing, the child on the swing reacted by folding in their legs to avoid kicking them. Children asked one another politely if they could have a turn on a particular swing as well as asking staff politely if they could leave the table after snack. During lunch time children and staff chatted and laughed in a relaxed manner discussing a funny incident at the service when one of the children had painted the staff faces. Parents told us that this was the only opportunity that their children had to socialise with their friends and that they looked forward to coming to the Carmarthen Breakthro'. This was evident in the way children interacted with each other during our visit. One child tapped another child on the back and said "You are my best friend." He was rewarded with a huge smile from his friend.

Children are well settled, happy and feel valued at this service.

1.4 To what extent do children enjoy their play and learning?

Children engage in self-directed play at this service and thrive on the opportunities provided.

We observed children choosing from a range of activities available. Children told us that they could choose what they wanted to do and that they particularly enjoyed cooking, arts and crafts as well as spending time in the sensory or quiet room. They especially enjoyed the opportunity to spend time with their friends "having a chat and chilling."

Children smiled and laughed as they rode trikes, glided on the swing as well as going on the zip wire. A group of children played in the sand pit with some children choosing to remove their socks and shoes. Some children were eager to show and talk about what they were doing. A child had a story and quiet time to relax in the sensory room whilst other children chose to colour and draw pictures.

Children enjoy their play very much.

1.5 How well do children develop, learn and become independent?

Children are developing their individual skills and independence.

Children were at ease in their surroundings and showed confidence in choosing their own activities and directing their own play, such as playing on the swing or in the sand pit. During snack time children were given toast and encouraged to butter it themselves as well

as cut it up. Children brought their own lunch and independently returned their lunch bags to the designated area. The children were encouraged to put on their own suntan lotion but were given assistance when needed.

Children are developing well and become more independent.

2. Care and Development

Summary

Staff know the children in their care well and provide responsive care that meets their individual needs. They create a relaxed and nurturing atmosphere where children are supported to participate in the play of their choice and their individual development is promoted.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have undergone the training necessary to keep children safe and healthy and they follow appropriate procedures in response to accidents.

Staff knew that safeguarding children was a high priority and had a good understanding of dealing with concerns or disclosures when given scenarios. Most staff had updated first aid training with others booked in for training. There were clear procedures in place to deal with any incidents. We saw accident logs which were signed by staff and parents. Each individual child had their own risk assessment for the service and for trips as well as individual fire evacuation plans and we found that staff were familiar with the documentation and procedures. We observed staff practising good hygiene procedures for example they washed their hands and wore aprons while preparing food. They also ensured that the tables had been wiped clean before the children ate their food. We saw a list of healthy snacks and information on allergens in the kitchen area.

Staff are efficient at keeping children healthy and safe.

2.2 How well do practitioners manage interactions?

Practitioners support children to interact appropriately.

We observed staff encouraging children to share, to be kind to each other and to think about other children's feelings. Staff worked in line with the service's behaviour policy and regularly praised children. Staff had a good understanding of the needs and different stages of development of all children and we saw them sensitive to these when managing interactions between children. The staff modelled expected behaviour by talking to each other and to the children kindly. One child became agitated when looking for a favourite book. He was reassured and spoken to calmly and kindly until the book was found. Parents told us that staff were caring and supportive of children especially those with challenging behaviour. Each child had a contact book in which parents noted any significant incidents that happened at home such as purchasing of a new toy, a reaction or illness as well as children's general behaviour. The staff noted in the contact book what activities the children enjoyed, their behaviour and what they had eaten.

Staff manage interactions very well.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff allow the children to lead their own play and are responsive in providing extra support where it is needed.

Staff provided nurturing and responsive care. We found, through discussions and observing them that they knew children well. Parents filled in a comprehensive profile document on their child prior to them starting at the service. The profile included details on what support was needed with eating and drinking, hypersensitivity to sound and light as well as how children expressed their emotions. Some children had behaviour management plans as well as visual timetables. Staff provided extra support when it was needed such as during snack time or to enable children to access the toilet. Staff supported the development of the children's language and social skills because they sat at the children's level and chatted to them about their interests, school and home lives. We observed detailed planning of activities which provided a variety of activities, around the theme of superheroes, for the children. We found that the service provided the "Active Offer" in relation to the Welsh language.

Staff promote children's play and development effectively and are competent at meeting their individual needs.

3. Environment

Summary

The environment allows children to play in a safe area with a wide range of opportunities and resources. The main room has a small kitchen and toilets adjacent while there is a sensory room upstairs that is also used for quiet activities. There is a well-resourced designated outdoor area that is fenced off as well as an indoor soft play area.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Leaders have arrangements in place to ensure that the environment is clean, safe and secure.

A visitors' book was in place and was actively used to record any visitors' presence. The outside area was fenced off and the gate was kept closed at all times. All cleaning equipment was stored in a cupboard to which children had no access. Medicines were kept in a locked cupboard and when they are administered two members of staff countersign what was administered and at what time. We saw evidence of regular risk assessments for indoor and outdoor, completed by staff. Each individual child had their own risk assessment for the service and for trips as well as individual fire evacuation plans. Records showed that electrical equipment had been PAT tested in February 2017 and the fire and smoke alarms had been tested at the beginning of July 2017. Children and staff had performed fire drills regularly ensuring that these were carried out with different groups of children. Public liability insurance was up to date.

Leaders ensure that there is a safe environment for children.

3.2 How well do leaders ensure the suitability of the environment?

The inside environment is welcoming and child friendly with children's work and colourful displays on the walls. The outdoor environment provides lots of opportunity for children to develop all skills.

The downstairs room was spacious enough to provide space for children to play in different ways. Toys and resources were stored in storage units that were accessible to the children. Resources and equipment were of good quality and suitable for their purpose. Equipment had been purchased such as a board to promote independence when using the toilet. There were ample amounts of resources for the children to choose from. The displays were bright and colourful and celebrated the children's work with displays of children's hand prints, the summer and superheroes. The sensory room allowed children to relax in a quiet area with soft furnishings and various lighting and children told us that they enjoyed spending time chilling there.

The outside area had an array of play opportunities and we observed children playing on the trikes, swings, sandpit and zip wire. It contained a large grassed area and children enjoyed relaxing on soft furnishings under the shade of a gazebo. The downstairs and outside area had been adapted to promote independence for wheelchair users.

Leaders actively ensure the environment is interesting, stimulating and welcoming.

3.3 How well do leaders ensure the quality of resources and equipment?

Children benefit from good quality resources, equipment and toys.

We saw that the resources and equipment were of good quality and suitable for their purpose. Staff had provided child sized furniture to allow children to sit at tables independently and have access to toys and equipment. Resources and equipment were in good condition and clean.

The outside area was a rich and effective resource with opportunities for the children to practise their skills such as gross motor skills on the zip wire and trikes and fine motor skills on the chalk boards. Staff told us that equipment was cleaned regularly and any broken toys disposed of and replaced. A cleaning schedule was observed noting weekly and quarterly cleaning for example disinfecting the ball pool. Staff kept the premises clean and cleared up at the end of each session. There was an ample amount of resources for the children to choose from.

Leaders and staff provide and maintain good quality resources and equipment.

4. Leadership and Management

Summary

Leaders at Carmarthen Breakthro' ensure that the service is well run and exceeds staffing ratios. They ensure that children's needs are met and that staff are provided with regular training opportunities, appraisals and supervision. The service has good links with the local community and ensures parent involvement in fund raising events.

Our findings

4.1 How effective is leadership?

Leaders ensure that the service remains compliant with the regulations and national minimum standards. There is an ethos which values staff and children, with their needs being the centre of the provision.

Leaders ensure that staff fully implemented the service's policies, such as the behaviour support policy, which stated that examples of good behaviour were celebrated. Leaders told us that they reviewed policies regularly. The staff worked together effectively with support from the leaders. The statement of purpose complied with the national minimum standards and was updated regularly. Staff evidently had positive relationships with parents, who gave exceptionally complimentary feedback about the service. "The staff are committed and dedicated. I know my child is safe and happy here."

Leadership is effective at this service.

4.2 How effective is self evaluation and planning for improvement?

Leaders review the service regularly and take into consideration the views of children, parents and staff.

We saw that leaders reviewed the service annually and produced a report. Leaders told us that they were always looking at areas to develop, improve and plan for the next year, such as developing the outside area. This was evident in last year's report that clearly noted strengths and areas for development. They had purchased new chalk boards and a large outdoor train with wheelchair access and intended to develop a mud kitchen and water wall over the summer months. The leaders were in the process of applying for grants to purchase a new mini bus.

Self- evaluation and planning for improvement is effective.

4.3 How effective is the management of practitioners, staff and other resources?

Leaders ensure that the service exceeds staffing ratios and there are enough activities on offer for the number of children attending.

We checked staff files and found that all the relevant documentation was in place. Staff files evidenced that all necessary checks had been carried out and that staff were suitably qualified. Staff received annual appraisals by the registered person which identified training needs and personal targets for development. The leader kept a chart of the staff's training requirements and an attendance record. Staff had attended various courses, such as health and safety in the workplace, fire safety awareness as well as many special needs courses.

Management of practitioners, staff and other resources is excellent.

4.4 How effective are partnerships?

Leaders have developed an excellent relationship with parents and carers.

We saw that there was a relaxed discussion between parents and staff when children arrived at the service. The registered person informed us that parents were kept informed of any developments at the service via a monthly news letter, texts, emails as well as each child's contact book. The service had recently launched a new website. Leaders had agreed contracts with all parents and had sought consent for aspects of the service such as taking photographs and applying suntan lotion. Parents told us that the service communicated exceptionally well with them. The service is a charity and hold monthly fund raising events such as a quiz and curry night, a Meatloaf tribute, sponsored walk and mind, body and spirit event. These events were all well attended by the staff, parents and the local community. The service had been TSB charity of the year for the last three years as well as receiving money from the local co-operative store. The service provided an introduction visit for children and parents before they started at the service.

Leaders build effective partnership with parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

None

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

An inspector undertook a visit to the service on the 8 July 2017 lasting a total of 5 hours;

- we inspected a sample of documents and policies including staff files, children's files, training records, accident logs and planning records;
- we observed the children and the care they receive and
- we spoke to the registered person/person in charge, children, parents and staff.

Further information about what we do can be found on our website www.cssiw.org.uk

About the service

Type of care provided	Children's Day Care Out of School Care
Registered Person	Emyr Beynon
Registered maximum number of places	10
Age range of children	5-19 years
Opening hours	Saturdays and school holidays 10am to 4pm
Operating Language of the service	Both
Date of previous CSSIW inspection	18 August 2014
Dates of this inspection visit(s)	8 July 2017
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	Yes. This is a service that provides an "Active Offer" of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information:	