



Inspection Report

Parish Hall Field

**Parish Hall Field
Vicarage Hill
Rhostyllen
Wrexham
LL14 4AR**



Date Inspection Completed

15/08/2023

About Parish Hall Field

Type of care provided	Children's Day Care Open Access Play Provision
Registered Provider	Wrexham County Borough Council Child Care and Play Services
Registered places	100
Language of the service	English
Previous Care Inspectorate Wales inspection	16 August 2017
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.'

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<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 very content and settled at this setting. They have very good opportunities to develop their skills and they thoroughly enjoy their play. Children are familiar with those who care for them and eagerly wait for them to arrive on site. Children are developing their independence and their individual skills successfully.

Playworkers support children very well and meet children's needs effectively. They have a good understanding of how to keep children safe and healthy. Playworkers complete mandatory training annually, support children well during their play and demonstrate a good understanding of child development. A few play workers are Welsh speaking and actively promote the use of Welsh.

People who run the setting make sure the environment is very safe. They complete risk assessments for all areas of the environment, and they review these regularly. The play spaces support children's independence and provides stimulating play activities.

All aspects of the setting are managed appropriately. The procedures for the recruitment of play workers are robust. Those who run the setting are working towards providing an active offer of the Welsh language, meaning that those playworkers who speak Welsh promote the use of the language with children from Welsh speaking homes.

Children are at the centre of this setting and are very confident. They know playworkers will listen to them. They have many choices, such as what to play with, whether to play outdoors or in the craft Tepee, and whether they want to do things independently or have help. All children have many opportunities to influence the activities provided, resources bought and the layout of the play area. Many complete questionnaires at the end of school holidays which are reviewed and considered when planning the next block of sessions.

Children are very happy and settled, they have fun and get on well with each other. Children we spoke to really enjoyed attending the setting and like the range of activities offered. They have made new friends and have formed good relationships with the playworkers. Nearly all arrive with their parents at the start of the session, a few come by themselves. All children are free to leave when they wish to, however they all stayed until the end of the session. Children are very settled and familiar with the playworkers who provide plenty of encouragement and praise. Children who are new or have specific needs, receive extra reassurance to help them settle in initially, and when needed thereafter. They develop their social skills well, which lead to positive feelings of happiness and belonging. Welsh speaking children can speak to some staff in their preferred language.

Children, ranging from five-year-olds to teenagers, play very well together. They experience a range of emotions and practice how to manage these in a safe environment. Nearly all are sensitive to the needs of others, older children help the younger ones and join in activities with each other. They take turns on the go kart and share the paints, chinks, bats and balls happily. Children were confident to interact with visitors such as us and a familiar police community support officer, and to express themselves and talk about what they do at the setting. Such interactions evidenced how well they socialise and communicate with a range of adults and children.

Children thoroughly enjoy their play and learning. They are very excited about the play activities provided and those they create for themselves. They feel proud of their achievements, for example when changing the wheels around on the go kart and when finding a variety of bugs on a nature walk.

Children are developing their independence and their individual skills successfully. They pour their own water from a container when they need one and find their own play equipment. Children ask for help with confidence. They take calculated risks when playing with large loose parts for example, and problem solve well when dismantling the go-kart.

Care and Development

Good

Playworkers have a good understanding of how to keep children safe and healthy. They complete training prior to the Easter holiday, so they know what to do to ensure children's well-being. All are up to date with basic training in paediatric first aid, so they can address any minor accidents. Playworkers have a good understanding of their responsibilities in relation to child protection, to ensure children are safe. The risk benefit assessments completed by playworkers were effectively implemented in practice, we saw playworkers joining children on a nature walk and supervising them when handling insects. Snacks are occasionally provided, for example, today the local police community support officer arrived with a bag of apples.

Playworkers support children's interactions well by following the setting's 'behaviour management policy' and using positive strategies to support children. All staff demonstrate warmth and kindness towards the children. They use regular praise, such as "*well done*" and "*thank you for helping to put the equipment away*". They give children reminders about sharing and to be careful when little ones are nearby especially when playing team games. Playworkers see potential issues before they become a problem, they speak calmly to children, reassure them and help them to solve their problems. For example, when a child was becoming restless and bored, a playworker suggested some ideas and before long the child engaged in an activity which they enjoyed.

Playworkers know the capabilities of the children who attend on a regular basis. When new children join in, they initially monitor them to see what support they may need. Playworkers collect information from parents when they register their child at the setting to ensure their needs can be met and contact details are recorded. Parents are made welcome and are invited to stay with their child.

Playworkers observe children at play and assess their skills. They stand back and allow children to learn from their experiences and intervene only when they see a teaching opportunity or when the risk to children becomes too great. Playworkers enable children to follow their own interests and lead their play, however, they make sure the resources are available so may intervene early to discuss what children may need. Discussions at the planning stage of activities are always child led, with playworkers acknowledging children's enthusiasm and excitement at all their ideas. Playworkers promote sporting activities and nature walks which help to develop children's physical skills and a love of the outdoors.

Playworkers support children well and show a good understanding of child development and play. They attend additional training which they use in practice to further support children and to develop their play. We heard playworkers communicating well with all children. A few staff are Welsh speaking and communicated in Welsh with some children, visitors to the setting and parents, those children learning the language benefit from hearing the language used and are familiar with basic words and phrases directed at them.

Environment

Good

People who run the open access provision ensure the areas used are safe. A community playing field is used, with play workers using a Teepee as shelter in poor weather and as an area in which children can sit, chat, and do activities. Good risk assessments are completed for all areas used and activities, these are regularly reviewed by those who run the setting and daily by the playworkers on site. Additional activities risk assessed include those with fire and water. Sometimes activities are off site and pre-arranged, having been requested by the children. A record is kept of children attending the setting daily, however as an open access setting children are allowed to leave the setting when they wish to do so. Playworkers are on site specifically to facilitate children's play in a public space.

People who run the setting ensure the environment is suitable, safe, and exciting so children can explore and have fun. A large community field, areas of woodland, skate park and a play park are used effectively. There is access to a toilet in the community centre. All areas used are public spaces, but these are worked around effectively which members of the public often stopping to talk to the playworkers.

The environment supports children's independence and provides stimulating play activities. Children have easy access to resources, which are stored in a vehicle and brought out when playworkers arrive on site. Resources include sports equipment, small and large loose parts, craft resources, a few go-karts, and toys which would interest the younger children.

Leadership and Management

Good

People who run the setting (Wrexham County Borough Council Child Care and Play Services) make sure children have good well-being outcomes. There is a statement of purpose which accurately reflects the service provided and a variety of policies and procedures in place. The responsible individual who works from their offices near to the setting, provided all required documentation. The person in charge was available for most of the session. Sessions are free for children as the provision is funded. In providing the required information through the medium of Welsh, those who run the setting are working towards providing the 'Active Welsh Offer.'

People who run the setting evaluate the care appropriately and make improvements when needed. They complete an annual quality of care report and seek the views of parents, children, and their staff.

People who run the setting have regular supervision and appraisal meetings with playworkers. The setting operates during the Easter school holiday, Summer, and Autumn half term breaks, so meetings usually take place prior to the setting opening up until the Autumn term. There are sound recruitment procedures in place and all relevant information regarding the suitability of staff is available. There is a thorough induction procedure in place which includes mandatory training being available before the setting operates. In house training is often provided as the setting currently has two qualified adult trainers, who are also qualified to deliver and assess playwork qualifications and safeguarding training on behalf of the local authority.

There is an appropriate number of staff for children, records clearly show how risk assessments are used to determine how those who run the setting will deal with a sudden influx of children. We found all other records are kept in accordance with the regulations, including records of accidents, incidents and registers.

There are adequate partnership arrangements in place with parents and carers. One of the primary aims of the setting is to support children and parents in feeling confident about playing out and that in doing this the setting is helping to make children and their play more visible within local communities. People who run the setting seek relevant information about children's needs when children start at the setting. Playworkers on site speak to parents and carers if they arrive at the setting, however some children arrive by themselves. Once contact is established with parents, playworkers phone or speak directly to parents if there are any concerns, and to develop relationships. They are also developing reasonable links with relevant professionals to meet the needs of 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
8 (3) (a) Sch1.30	The person in charge must have a valid Disclosures and Barring Service (DBS) certificate countersigned by Welsh Ministers. The responsible individual must provide CSSIW with the required documentation to evidence that they are satisfied that the person in charge is suitable.	Achieved
6 (3) (b) [i] (aa) Sch1.19	The responsible individual does not have a current DBS certificate.	Achieved

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

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 14 - Organisation	Ensure there is a named deputy to take over the running of the setting when the person in charge is not available on site.

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)
To provide bi-lingual documentation for Welsh speaking families, so as to develop the setting towards providing an 'active offer' of the Welsh language.

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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