



## Inspection Report

**DASH Playscheme**

**Yr Ysgol Gymraeg  
Plascrug  
Aberystwyth  
SY23 1HL**

**Mae'r adroddiad hwn hefyd ar gael yn Gymraeg**

**This report is also available in Welsh**



**Date Inspection Completed**

14/08/2023

## About DASH Playscheme

Type of care provided	Children's Day Care Out of School Care
Registered Provider	DASH (Disabilities and Self Help / Delio ag Anabledd a Sialens Hunangymorth)
Registered places	30
Language of the service	Both
Previous Care Inspectorate Wales inspection	This is the first inspection post registration
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	The service provides an 'Active Offer' of the Welsh language. It anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.

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<u><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Good</b>
<u><a href="#">Environment</a></u>	<b>Good</b>
<u><a href="#">Leadership and Management</a></u>	<b>Good</b>

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

### **Summary**

Children have a voice to make choices and decisions. They are listened to and all attempts at communication are valued. Children are settled and they feel secure and happy at the playscheme. Children engage in play-based activities and are interested and excited.

The setting's policies and procedures for safeguarding and promoting children's well-being are implemented well. Care staff provide a nurturing and caring environment. They provide responsive care and understand and meet individual's needs and abilities.

The people who run the setting ensure that children are cared for in a safe, clean, and secure environment. The premises and outside play areas are secure and welcoming, providing a rich environment for play and learning. There is sufficient space and facilities to meet the needs of the children.

The people who run the setting communicate their vision for the setting well. They promote safe practices and actively support the care staff. There are safe and robust recruitment processes in place to ensure sufficient, qualified and experienced care staff are employed. The people who run the setting work with parents to consider children's individual needs and preferences.

## Well-being

Good

Children make choices about how they spend their time at the setting. They choose freely from the resources and toys available to them and between free play or more structured activities. They move easily between the activities and areas within their base room. For example, we saw some children building 3D structures using magnetic tiles before moving to play outside on the pirate ship. Children's views and interests are considered when organising activities.

Children are happy, settled and cope well with separation from their parents. Children form good bonds of affection and feel secure with staff who are kind, gentle, warm and know them well. Children at the setting are familiar with the routines in place, which they enjoy. For example, children quickly moved to wash their hands and reach for their lunchboxes when they heard it was lunch time. This gives children a sense of safety and belonging.

Children are developing friendships at the setting. Some children are happy to play alongside each other in line with their stage of development and individual needs. Many children gain reassurances by staying close to familiar care staff when they feel unsettled or in need of emotional support. For example, children share the train track and sit calmly at the table during mealtimes. Children who are not ready to sit and eat with others at the tables choose to sit and eat somewhere peaceful and quiet.

Children are enthusiastic and interested in their play and learning, following their own interests. They concentrate and persevere with activities for an appropriate amount of time and are happily absorbed in play. For example, we saw children playing connect four to make coloured patterns with the counters. Other children chose to play in the water tray, enjoying tipping the water over the dinosaurs. Children make confident decisions about where they want to play and choose resources independently or with suitable support from care staff.

Children communicate their needs effectively in a variety of ways, including using verbal and non-verbal communication and in turn, they receive appropriate responses. Some children are confident to approach staff for a chat as well as to show them things, share toys and ask for help. Children talk confidently to staff who listen to them and value what they say. For example, we saw some children chatting happily to staff about what they were doing in the evening after being in playscheme.

Many children are progressing in the development of their personal and social skills. For example, most children wash their hands independently and communicate what they would like for their snack, choosing what they would prefer. Nearly all children communicate a range of preferences and feelings through their actions, voice, or expression. Children are supported to develop their independence when using the toilet and washing their hands.

## Care and Development

Good

Care staff understand their roles and responsibilities to keep children safe and healthy. They have a good understanding of safeguarding procedures and implement policies effectively. First aid and safeguarding training is current and care staff complete accident and incident records, keeping parents informed. Care staff promote healthy practices and ensure children have plenty of opportunities to play outdoors. Care staff conduct fire drills to make sure children and care staff know what to do if they must leave the premises in the event of an emergency.

Care staff manage behaviour well, tailoring their responses to the needs and abilities of the different ages and stages of development of the children. They interact positively demonstrating warmth and kindness. They ask questions about what the children are doing which promote discussion, and further opportunities for learning.

Care staff know the children well and provide suitable care and experiences for the individual needs of each child. They adapt routines and opportunities to ensure all needs are well catered for. They work collaboratively with a range of support agencies such as health visitors, speech and language therapists, and medical professionals. During our visit, the care staff were working on a 1:1 ratio with the children to meet individual children's needs.

Care staff focus well on the interests of the child, their individual needs and development. Care staff know the children well and encourage them to learn and invite them to ask and answer lots of questions to develop their curiosity and thinking skills. Care staff listen well and when children do not want to join in, they suggest alternatives. Care staff join in games when invited, such as water play amid much excitement and laughter. Care staff frequently praise children for doing well, being kind and thoughtful which made the children smile and feel happy.

## Environment

Good

People who run the setting ensure the premises are safe and secure for the children. The playscheme is situated within the local primary school premises, and it is generally set up and packed away before and after each session. The main door was locked when we arrived, so the premises were secure from unauthorised access. Visitors are requested to sign the visitors' book on arrival and departure. Regular fire drills are carried out and these have been recorded. The premises are clean and resources are fresh.

People who run the setting provide a stimulating environment for children's play and learning. The environment is equipped with suitable resources that are appropriate for the ages and stages of development of the children. The people who run the setting ensure both indoor and outdoor play areas have resources set out within easy reach, so enabling children to choose their own toys and equipment. The learning environment is well set out for the children, so they can move easily from one area to another. Children help themselves to different resources to develop their play for example puzzles, board games, train track, craft area or soft play. The layout of the environment ensures children have good opportunities to develop their play independently and the space for coats and bags provides a sense of belonging.

The design of the environment ensures that children with additional learning needs can access most areas with ease. The specially designed sensory resources and soft play equipment offer a good range of experiences, which engage and develop children's senses. These include coloured lights, sounds and textured play, all within a safe environment that allow children to explore and interact without risk. Due to the primary school being closed for the summer holidays, heating safety certificates and PAT testing certificates were unavailable to view.

## Leadership and Management

Good

People who run the setting have written a statement of purpose, which provides parents with the required information about what the setting offers and parents can decide whether it meets theirs and their child's needs. A full range of policies and procedures are regularly updated and there are robust systems in place to ensure these are current and effectively reflect the practice of the setting.

There is an effective system to evaluate the setting and care provided. They consider ideas and make plans for changes and improvements that benefit the children. People who run the setting utilise and work to their strengths consistently, which effectively ensures the setting moves forward effectively. People who run the setting have a good relationship with the staff at the school where the playscheme operates. This helps the children feel relaxed and comfortable. The relationship also allows facilities, resources, and good practice to be shared.

People who run the setting have established a strong leadership where roles and responsibilities are clearly defined. This has resulted in a team of staff who work together well and support each other in providing effective play and care for the children. Staff are happy and feel they are well supported. Staff supervisions and appraisals allow them to share information and identify potential training. The recruitment procedure is robust and all required information is available to evidence the suitability of staff to care for children.

People who run the setting have excellent partnerships with parents. They keep parents well informed of their child's day and what they have enjoyed. People who run the setting work with parents to identify the individual needs and preferences of their children and work with the parents to improve their children's well-being and learning. They have a good understanding of the service and care they offer. They have a clear vision to support children with additional needs to reach their full potential and provide support and advice to the families/carers.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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)
	No NMS Recommendations were identified at this inspection

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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