



# Quality of Care Review Sept 2018 to August 2019

## About Us

Overton Playcentre was first established in 1967 by a group of volunteers. It is a non-profit charitable organisation that is led by a committee of parents who employ qualified and experienced staff that run the Playcentre.

The Playcentre now incorporates two different settings:

- Operating out of Overton Playcentre building and Registered with ESTYN and CIW (Childcare Inspectorate Wales) Overton Playcentre offers sessional and full day care for children between 2 and 12 years old during term time where we cater for Playgroup, Playgroup Plus, Early Education (EE) and Wrap Around. During School Holidays our Konekt Holiday Club caters for children 2-12years old. We are open Monday to Friday 730am – 6pm, 51 weeks of the year (we are closed between Christmas and New Year). We welcome all children and have children attending the Playcentre from Overton and surrounding villages that go as far as Wrexham, Llangollen, Whitchurch and Ellesmere. We have a close links with St Mary's school in Overton. We pick up/ drop off from St Mary's School, Eyton school and we are happy to discuss possibilities with other areas.

*( - St Mary's Out of School Club: We are open 745am-9am and 315pm – 545pm term time only; We operate out of St Mary's School hall. We are registered for 48 children from 4-11 years old; We welcome all children attending St Mary's School. )*

## Self-Evaluation

As non-maintained settings we are required to complete a Self-Assessment of Service Statement (SASS) report. The prime purpose of SASS is to improve outcomes for children through self-evaluating the children's Wellbeing, Care and Development,

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Environment and Management and Leadership. Self-evaluation is an established part of the improvement planning cycle in the Quality of Care review. As an annual process, self-evaluation informs strategic and improvement plans, which will help our settings to focus on priorities for development. Self-evaluation is a process, not an event. It is the first, essential step in a cyclical process of bringing about change and improvement. It is based on professional reflection, challenge and support among practitioners. Effective self-evaluation involves taking wide-ranging decisions about actions which result in clear benefits for all children that;

- meets the highest standards of safe, quality childcare and play
- offers the best experience for children
- contributes to children's well-being outcomes.

Quality of Care Review also fulfils our legal duty under regulation 16 of the Child Minding and Day Care (Wales) Regulations 2010.

At the heart of self-evaluation are three questions:

- > How well are we doing?
- > How do we know?
- > How can we improve things further?

To Self-Evaluate our setting we use evidence from the following sources;

the views of the children who attend our service and those of their parents or carers

the views of other professionals who may work with us  
details of any quality assurance scheme we participate in.

Staff, volunteers and our committee

## Wellbeing

This is about the progress different groups of children are making, taking into account their age, development and needs. It is about

how our service is contributing to children's well-being, helping them to have a voice, develop their skills and become independent and confident.

## **How Well are We Doing?**

In the daily routine children are given free choice in what they would like to do and where they want to play and our staff are always ready to assist the children to achieve what they want from their chosen activity with boundaries set in place to ensure the safety of the children. This allows the children to develop themselves creatively through problem solving and risk taking and making sense of the world around them and while doing this they develop co-operating skills and friendships.

As part of the daily routine a child is chosen as 'Helpwr Heddiw'. This is rotated so that every child is given the opportunity to be helper. Helpwr Heddiw responsibilities include giving warning to the children, that they have only 5 more minutes of free play before tidy up time, at register time they have to go and ask the appropriate member of staff whether snack is ready and then give the reply to the member of staff doing register, this is done through Welsh, they also wheel through the trolley containing all the mats/plates and cups for the children to access during snack times. This encourages self-esteem and confidence in the children and a sense of pride in themselves.

We encourage independence through storing materials and equipment at children's level so that they can access them and

tidy them away independently. We plan and develop techniques to help children become more independent to put on their own coats, shoes, wash hands, go to the toilet, select their own named mat, cup and plate for snack time etc. For example to encourage a child who is been potty trained we would use a sticker reward chart but the child would choose a theme of their interest such as Paw patrol, Pippa pig, Frozen or anything of their choice to keep their interest in the sticker chart. We have had a lot of success with the use of reward charts.

We take lots of observations and photos of the children when they are engaged in adult led activities and free play that show how the children interact, what interests them and how they respond to materials and activities that they have access to. This information is then put towards weekly planning and the next steps as well as their home books. This year we used the photos to create an end of year photo montage for our second successful Graduation Ceremony at the end of the year.

Use of Children's voice, via questionnaires and brainstorming sessions, for example our older children have requested a 'Chill Out Room' and that has now finally been finished and is in constant use during Wrap around and in our Konekt Holiday Club.

Implemented settling in policy to ensure children's emotional well-being is cared for when the child first joins the setting. Again this year children settled quickly into playgroup. Some parents started their children in the summer holidays. This has had an impact on making it easier to settle children in. Reasons for this are children are able to start at the Playcentre with the support of their siblings and also holiday club is not as regimented as our normal playgroup sessions. We also run a toddler session on a Tuesday morning during term time that helps children become familiar with the environment and staff which also helps with the transition of children settling into playgroup quicker.

We share the observations and EE profiles with the teachers from the schools that our children are transitioning too.

## **How do we know?**

Estyn report – January 2018

parent questionnaires

children's questionnaires

References made in weekly planning sheets showing children's responses and next steps

Observations documented in children's keepsake books and photo's displayed on walls of children participating in activities throughout the year

Our Graduation Ceremony at the end of the summer term was very successful again and each child came up to receive their certificate and a hug before singing our Graduation Song in front of all their parents. A year in playgroup photo montage put together by Nicole Langley was shown at the end then refreshments were on offer as parents sat and looked through their child's keep sake books with their children.

EE Link teacher comments on review sheets as well as end of year report

Positive feedback from parents in cards; facebook comments; verbal comments

Many children continue childcare with our setting from 2 through until their 9<sup>th</sup> birthday during term time and 11<sup>th</sup> birthday for Holiday Club, which is our current cut off as they feel secure, happy and content with our setting to the point that they don't want to leave to go elsewhere.

Holiday Club Parent comments

We now have a chill out room as requested by our older children with appropriate aged resources funded by OCC Community Chest.

We have increased the age of our Konekt Holiday Club to 12years old and it has been used by our children up to this age.

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We have delivered the PIAP successfully to get us out of LA Monitoring.

Information given on a daily basis is written on the daily sheet kept on the register clipboard.

## **How can we improve things ?**

Increasing use of children's voice  
develop loose parts play  
prepare for the new curriculum

## Care and development

This is about how responsive practitioners are in meeting children's needs – how they help children feel emotionally secure and ensuring children are physically, mentally and emotionally healthy. It is also about ensuring that children are being developed and build relationships with other children, become self-aware, confident and are achieving good well-being.

## **What do you do well?**

Implementation of positive behaviour policy, concentrating on helping children to take ownership for their behaviour look for solutions, e.g if 2 children are squabbling over a particular toy, practitioners will intervene calmly by asking the children in a gentle tone how the situation can be resolved and offering clear options to the children on how to move forward. This helps to develop social and also problem solving skills. Staff

training has included Solihull and Pivotal Behaviour training. We are working with St Mary's School to provide consistency across the settings.

We continued to have Didi Dance and 'A' Star sports. The children thoroughly enjoyed the physical activity and would wait at the window for Alistair from 'A' Star sports to appear! Staff attended the EE Physical Literacy training and now we have a session on physical literacy every morning as part of the EE sessions. We have a physical literacy area. Two Staff have completed Level 3 NVQ Playwork. Two staff have completed Level 3 CCLD NVQ. We now have a Welsh Display Board.

Good behaviour and discipline are essential to ensure the smooth running of the Playcentre. The foundation is provided for the development of morals and values, whilst advocating acceptable behaviour in children. We recognise that building self-esteem and confidence will encourage positive behaviour as well as encouraging mutual respect, sharing and tolerance. We encourage this through rewarding with praise, stickers and award certificates but most of all we discuss with the children what they are being rewarded for and make sure that they understand what they are being rewarded for.

Each child is valued as an individual and their feelings and viewpoints will always be considered when planning and running sessions. *However, there are times that we need to encourage children to behave appropriately and an example of this is during Konekt Holiday Club when there were issues. Staff calmly sat the older children down and discussed a set of rules that they all agreed with and then a copy was displayed on the wall in their den room (little room) ?????*

Staff have opportunities to observe children while they are involved in activities within the continuous provision, indoors, outdoors and within the daily routines. Staff will find out how the children's skills are developing and what they can or cannot



do. Staff give children time for reflection and engage in discussions with them as they allow them to develop their natural curiosity and creativity. They are also able to gather information on what the children know and understand, as well as their personal preferences. As a team, we have worked hard to collect information about children's stages of development using a selection of different observational methods and techniques, skills that involved looking, seeing, listening and interpreting what the children are doing, learning, practising, sharing, enjoying and many more attributes that have an influence on what level and how the children are learning and developing. Examples of these are shown through photographs, written observations and tick lists. Parents receive a keepsake book at the end of the year showing craft, mark making, discussions and photos that illustrate the skills their child has learnt and developed.

Snacks help stabilise energy levels until the next meal.

Because children's eating habits are largely determined by age two, we play an important role in teaching good nutrition to young children. To drink children, have a choice between milk or water. To eat we offer a wide range of snacks per week that include breads, cereal, fruit and vegetables. We also think it is important for children to taste different foods that they may not be accustomed to therefore encourage children to try different foods from around the world.

This year the children joined in with celebrations for Chinese New Year with an amazing dragon head donated for the occasion by Bella's family and the children wearing Chinese clothes and being part of the dragon dancing to Chinese music. They tasted noodles for snack which all the children enjoyed and asked to have noodles for snack again which we continue to do.

We celebrated Diwali with our creation of rangoli patterns using spices and dry paint. The children enjoyed watching the story of Rama and Sita on our large screen. They then followed candles to an Indian banquet and tasted samosas, rice, korma curry, Tikka masala, onion bajeas and naan bread. this year

the children really enjoyed the Indian food and much was eaten! The children enjoyed getting dressed up in tunics and saris and tried out their Indian dancing skills.

We also celebrated Burns supper by having haggis neaps and tatties which again was liked by some and not others. As children grow their taste buds change therefore we will continue to give children opportunities to taste new foods as the more variety of foods they are exposed to the more accustomed their taste buds will become.

Our Christmas Meal provided by the school caterers was extremely popular and good fun with staff and children thoroughly enjoying the occasion.

During lunch times children are encouraged by practitioners to eat their main / healthy food, e.g. sandwiches and fruit before they have any treat food that may have been provided.

Hot school dinners have continued to be popular. Though there have been a number of ongoing issues with ordering and changing payment systems but through positive communication we aim to keep these to a minimum.

Lack of sleep can have an impact on children's mental and physical development therefore we offer a sleep time at 1pm to children who are still used to having a daytime sleep or for children who are tired and need an extra sleep, however if a child is tired before 1pm we will accommodate their sleep time earlier. We are guided at all times by parental wishes and have worked hard this year to work with parents during times when parents want the sleep to be stopped. Though this year we have had fewer children who have needed sleeps.

Practitioners encourage children to develop friendships with each other, recognising where personalities are well suited and then encouraging those children to play together or work together on a particular activity. Staff also feedback such observations to parents so they are aware of friendships as they develop friendships that are formed in playgroup very often remain as children move into school, this is particularly apparent in the transition from playgroup into school as these friendships give children security and confidence as they start

school and the friendships then continue to grow. Also children make friends with the children who come over from school which makes the transition to St Mary's school easier as they are familiar with some of the children who already attend school. This year the information from staff enabled friendship groups to be looked at where possible in the make up of the nursery classes in school for September.

We have had a range of visitors from the community come in to talk to the children including; two piglets from Penylan Sauage company; Harry and Jack's mum (a nurse) came in to tell us in a very practical fun way all about germs and her job in stopping them! (we've booked her again for next year she was so popular!) and Fred Carpenter who is an international explorer and artist, brought some of his artifacts from his trip up the Amazon to show the children a very different way of life. Eleri from Wrexham Museum came and gave us three very popular sessions where children handled artifacts and discussed them with Eleri. These sessions were free as staff gave Eleri some very useful feedback for her to use in similar settings. Angharad came to discuss the role of being a Vet. Huge thanks to all the people who have supported the children in this way this year.

We held a parents information evening for parents to find out all about the Childcare Offer and Early Education. Esther Evans, Head of Early Education came to give a talk. The parents attending found it incredibly useful.

We held a parents evening to discuss their child's progress. While not hugely attended the parents that came were very supportive of holding similar events.

We put into the Welcome pack a 'This is Me' Sheet that parents filled in prior to their child attending the setting. This meant that staff could read, and sign that they had read, information for setting the child in when they arrived.

We have developed the outside learning area at the back with Lottery funding, Play Development Grant and in partnership with Wildbanks and now we need to use it!

## **How do you know?**

Observations recorded in children's keepsake books  
Comments from parents in cards, questionnaires  
questionnaires  
photos  
Estyn report  
Link Teacher's report  
CIW report  
weekly planning sheets  
funding applications  
Staff certificates

## **How can we improve things ?**

Prepare for the New Curriculum  
Increase use the Outdoor Learning area  
increase use of loose parts play  
research other setting who successfully use loose parts play.  
Raise standards in Physical Literacy – begin to use physical literacy bags with parents and plan a weekly physical development skill.  
Continue to Develop Child Centred Practice for all children.  
Encourage parental engagement as part of the process.  
Upskill all staff in PCP – incorporate into staff meeting.  
Attend training.  
Ensure all staff are aware of the new terminology involved in ALNET such as Universal Provision  
Embed through the whole setting.  
Ensure all staff are aware of the reforms and what it means for the setting.

Re-design current 'One Page Profile' following training.

2 Staff to complete level 2 NVQ Playwork

## Environment

This section is how you ensure that the physical environment you provide is of good quality and meets the needs of the children using your service.

### **What do we do well?**

We gained Childcare Development and WCBC funding to paint through the whole of the Playcentre, knock a door through from the back to the toilets and carry out some essential maintenance including a deep clean and floor

We achieved lottery funding for replacing the deteriorating wooden fencing, creating a lovely entrance gate and sorting out the back area with Wildbanks' help.

To ensure the children benefit from playing outdoors we continue to sustain free flow between indoors and outdoor play. We still followed a staff rota with daily routines that specify who, when, where and what job roles staff will undertake each day. But the rota is difficult to maintain throughout the day now as the number of staff has grown and different staff are on at different times of the day. So the rota does not fit as well. The rota is devised in a way that all staff can support children's learning throughout the daily routine and in all areas but also gives the children opportunities to learn and develop skills in a secure safe environment outdoors as well as indoors. Children have the opportunity to experiment with their play in natural surrounds such as bug hunting or painting the outdoor house with water and a paintbrush. Gives children more freedom to develop their physical skills riding on trikes and scooters or encourages children to be more active playing games such as chase and what's the time Mr Wolf – which they have loved playing!

Staff provide quality of care to the children through adhering to the following standards;-

- Parents sign children in and out.

- Visitors encouraged to sign in visitors book – which adheres to GDPR standards. Visitors wear a badge that has Safeguarding / first aid and fire information.
- Attend necessary training for children who need special medicine treatments i.e. using inhalers and epi pens etc.
- Before administering any medication parents/carers must bring in written information on what, why and how much medicine is to be given to the child. If a child is on medication we write it on the daily sheet on the register to remind us to administer the medicine
- Parents/Carers are notified of infectious diseases through writing it on the notice board, telling parents/carers when dropping off and collecting children, put on parent facebook, e-mailing parents and on website.
- Accident and incidents are recorded
- Regular fire drills are carried out and fire safety equipment is checked annually by Walkers fire service department.
- Regular PAT testing of electrical appliance is annually checked out by Cantab.
- Staff attend child protection and first aid training every 3 years
- First Aid box is available and checked regularly to ensure all items are in date. Cupboard where first aid box is kept is marked with a white cross with a green background.
- Children have to stay off for 48 hours after sickness and diarrhoea
- Nappy changing times are part of the daily routine
- Lunch boxes and snack items are kept in the fridge and fridge temperature is logged.
- Meals are warmed up to appropriate temperature using a probe if heating food for tea or during the Holiday Club.
- Tables and worktops are wiped with steriliser before preparing food and serving snack and dinners.
- The building is cleaned every night, floors hovered, swept and mopped, toilets and sinks cleaned and kitchen worktops, microwaves and dishes washed and wiped and bins emptied.
- Maintain a clean and safe environment for children and practitioners

- Risk assessments carried out for focused activities e.g. incubation of duck eggs And excursions outside of the setting e.g. Farm Walk
- Building continually assessed and maintained by staff and committee, necessary repairs, e.g. drains are undertaken by professional trades persons or by volunteered help of parents.
- Equipment in the building is continuously assessed for necessary repairs or disposed of if no longer fit for purpose.
- Children are kept safe indoors and outdoors through a secure gate if outside and external doors remaining locked when inside. All practitioners are aware of key locations for doors
- outside area has health and safety tick list for staff to do prior to using the area.
- Maintenance Team created and two days work completed.
- Conduct monthly accident and incident reviews
- These were all assessments carried out and work completed this year
  - an asbestos report carried out and remedial action taken
  - a fire assessment created and report given
  - cctv down the drains and report given

### **How do you know?**

- At Overton Playcentre we keep records and certificates on the following:-
  - 
  - Daily signing in forms for each session and weekly registers
  - Child Protection certificates
  - Behaviour policy
  - Food and Hygiene policy
  - Nappy changing policy
  - Parent contracts
  - Weekly Cleaning Plan
  - Fridge temperature
  - teas and in holiday club, lunches provided by parents and what temperature they were heated to
  - Snack menu
  - Medical administration forms.
  - Training certificates
  - Fire drills records



- Fire equipment safety checks
- carbon monoxide safety checks
- Pat testing certificate of electrical equipment
- Boiler maintenance checked -date on boiler
- Keepsake books
- Planning file
- 5\* hygiene rating achieved
- 
- Estyn Report
- Link Teacher Report
- CIW report
- Reports on fire, asbestos and Drains.

### **How can we improve things ?**

- Continue to Work on the Health And Safety aspects of Playgroup
- update the Health and Safety Policy and policies associated with it
- regular asbestos checks
- put in Emergency Lighting
- put in the fire alarm system
- fix the pergola roof
- look at creating extra space to improve quality of service particularly in respect to the impact of the Childcare offer delivery.
- Research creating a space for a baby unit as per parental request.
- Research loose parts play and introducing it into the Playcentre

### **Leadership and management**

This section is about the effectiveness of your leadership and management. It covers:

- meeting the requirements of the Welsh Government National Minimum Standards

(<http://cssiw.org.uk/docs/cssiw/publications/160303regchildcareen.pdf>) and other government requirements e.g. Building for a Brighter Future

(<http://gov.wales/docs/dcells/publications/130716-building-brighter-future-en.pdf>)

- self-evaluation and improvement planning
- performance management and professional development
- safeguarding
- developing children and contributing to their well-being
- your vision for the service
- management and development of practitioners
- partnership working.

### **What do you do well ?**

Continue to create, embed and lead a professional staff team.

Led the team out of LA Monitoring following the Estyn report PIAP  
Delivered the Childcare Offer from January 2019.

Delivered the CIO and are working towards closing down the old charity.

Performance management – Annual Appraisals and half termly supervisions are in place.

recruited an apprentice under the apprentice scheme.

Most Practitioners continue to be happy with current provision of leadership and management both from the manager and also the committee as supported during their annual appraisal where feedback was positive and most practitioners felt well supported and valued in their job roles.

To continue to develop good communication between staff we have set up Communication forms, Memo folder, staff emails, to compliment the group messenger and a what'sapp group for Playcentre staff and committee.

Practitioners attended courses including EE to enhance personal and professional development.

Termly staff meetings where each voice is heard and all practitioners have opportunity to discuss issues or bring things to the team as a whole.

Wages increases implemented in line with National Minimum Wage and National Living Wage

Partnership working – with professionals including Health Visitor, Speech and Language,

Working in close partnership between management, practitioners and committee providing mutual support for one another and the committee contributing to raising essential funds via events throughout the year.

Our links with St Mary's school are excellent and are continually improving particularly with transition process of our EE children starting nursery school in September.

Manager continues to be a governor of St Mary's School

Aim to Deliver High Quality Experiences for all our Children

Safeguarding – all staff attended safeguarding training and following Theatre style training staff asked for an extra meeting where we discussed mobile phone use and created the phone box in the office.

A rota of staff breaks was trialled for staff working 6hrs or longer. . Created the policies and procedures to enable Eyton School lunchtime drop offs which have meant that we can deliver the Childcare Offer to Eyton school nursery and EE children.

Applying for grants and getting funding for projects

- Outdoor Learning area
- tools and vices for woodworking
- storytelling chairperson
- repainting of the Playcentre
- reports on fire/ asbestos / Drains

- remedial work on asbestos  
worked with St Mary's School to take over their before and after school club  
Worked with St Mary's School and the Council to plan for future Childcare Offer Developments.  
Created Post incident Action Plans and shared them with staff for incidents, accidents and near misses  
Set up a management committee with members with a wide skills set to compliment each other.  
A Fundraising group offered to run the Nearly New Sale in April.  
  
began to create a forward vision that is owned by all stakeholder!

### **How do we know?**

We have been complimented by a number of visitors on the rigour of our safeguarding on entry to the setting.  
Estyn Report.  
Head of EE reports and reviews.  
CIW report  
Staff files show training, appraisals and contracts of employment continuing to update Policies and Procedures File  
All training certificates are up to date or are in the process of being updated  
Staff meeting minutes and Management meeting minutes show how leader management issues are addressed and solved  
Communication to parents on how the playcentre is been run and moving forwards through parents facebook page, website, e-mails, notice boards and welcome pack.  
Early Years Education end of year review;-  
All staff attended training and are working towards or have completed NVQ's  
Supervisor is aware that planning and implementation of problem solving needs further development as per the PIAP  
Strong links with school have developed further this year. Nursery teacher is visiting regularly and children are attending Forest school sessions along with classroom sessions. Transition day again was so smooth for the children, they were confident in learning

environment, they left their parents in the hall and went straight into the classroom with nursery teacher, confidently accessing the areas of learning.

Carrying out EE and parent information evenings

PG have further developed their links with the community, they have visited Church to take part in the services, were part of the parade opening the village Fete and ran the Olymic sports event, took part in school sports day, joined the Twinning group for a sporty afternoon when the French came over.

Staff appraisals and Supervisions are in place – see Supervision Policy

The SE was based on reflective and honest, first hand evidence. Effective and relevant areas for short term and long term development has been identified.

The EE Action Plan was delivered.

A new planning board has been put up to ensure that communication between staff is more effective as well as Memo Folder, Communication Forms and staff emails.

book of the week, song of the week and Welsh phrase of the week for staff and parents has been introduced and sent out most weeks on facebook page

Home links are continued to develop

The committee are very supportive and work well to support staff

## **How can we improve things ?**

Continue to deliver high quality childcare

Continue to work with and grow an incredible staff team

update the staff / employee handbook

update the welcome pack and enrolment forms

Ensure the smooth transition of St Mary's B&A club under our wing and utilise existing or create new systems to incorporate them.

Look for new streams of funding to ensure financial stability

make existing streams of funding more efficient

build systems to enable projected expansion under the Childcare Development Grant

create a clear long term strategic plan for future development of the Playcentre that all future decisions will be made with that in view.

build networks

market ourselves efficiently including creating a marketing strategy.  
begin to create a forward vision that is owned by all stakeholders  
create a vision for financial stability and ensure the longevity of the  
charity for the next 50years!

Create a budget that we can work on monthly  
work out whether a computer system that can take it from  
registration to invoice and more is most efficient – and if so  
continue to look for grants to do this!

Ensure practitioners are continuing to receive training and building a  
team.

Work closely with the school and the School B&A Club to ensure  
consistency across the three settings on a number of issues  
continuing with behaviour and their Pivotal behaviour policy.

Continue to work on GDPR protocol

ensure that all the policies and procedures are in place and create a  
schedule for them to be reviewed