



Childcare Inspection Report on

Archbishop Rowan Williams After School Club

**Archbishop Rowan Williams Church in Wales Primary School
Crick Road
Portskewett
Caldicot
NP26 5UL**



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Description of the service

Archbishop Rowen Williams afterschool club operates from Archbishop Rowen Williams Church in Wales Primary School in the Portskewett area of Caldecott. The club was registered in August 2017 to care for 50 children under 12 years of age. It provides term time care after school club from 3.10pm until 6pm. The service aims to offer holiday club facilities dependant on number of places required. The club offers care exclusively to the children and families who attend the school. The Responsible Individual (RI) is Simon George. The service employs a Person in Charge (PIC) to manage the day to day running of the service. This is an English speaking setting where incidental Welsh is used.

Summary of our findings

1. Overall assessment

The provision has been operating for almost 12 months. Children are cared for in a large base room and have the use of some additional class room facilities, school hall and the outside play space. Children enjoy spending time with their friends and completing various planned activities or free play. They have an enjoyable time and outcomes for them are sound and continue to improve. Staff are warm and responsive to children's needs. Parents told us that they are happy with the service and feel that their children enjoy attending. The PiC is motivated to ensure the provision is run smoothly and staff report feeling well supported. Improvements required relate mainly to record keeping and identifying and raising issues with the school in a meaningful way so that issues are resolved in a timely manner.

2. Improvements

This is the first inspection of the service since it registered in August 2017

3. Requirements and recommendations

There were no areas of non compliance identified at this inspection. Recommendations made relate to minimising hazards and are mainly confined to administrative issues and these have been highlighted within the report and noted at the end of this report.

1. Well-being

Summary

Outcomes for children are good. We found that children are able to have fun and learn at the club. Individual skills and interests are recognised, valued and catered for. Children feel very comfortable in the setting and are encouraged and confident to speak up and express themselves. There are good opportunities for children to learn how to become independent and develop good social skills.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak and express themselves, make choices and decisions. Children are confident to communicate their needs and many children approached us during the inspection to share their positive views of the club. The service had encouraged children to make the rules of the club and children told us that they helped choose topics and themes for activities they undertake. For example an older child showed us that they were making friendship braids using different coloured wool. They told us that they learnt to weave the wool at the club and they had made many things such as belts, bracelets and necklaces using this skill. We saw that children were encouraged in their chosen activities through staff showing interest and giving positive responses and encouragement. Throughout the visit we saw children approaching staff confidently to chat or to ask for assistance. We saw children and staff playing football, reading books or playing board games together. At the beginning of the session younger children sit in the club base room and have a snack and then choose what they want to do. Older children follow this routine after the younger ones have eaten. We heard older children telling staff "*We want to play in the sand area and make things from the sand*". Staff listened and agreed it looked inviting. Staff acknowledged to us that they had initially set out sand troughs thinking the younger children would like to use the activity but they noticed that it was the older children who enjoyed playing in the sand more. This showed that children felt comfortable to try different ideas and did not associate activities for specific groups only.

Children's rights to express themselves freely and to make choices are respected and encouraged at the service.

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

Children are familiar with the routines of the service and a stable, well established staff group help children feel safe and secure. Children had developed friendships at the club whilst others knew peers from other classes at school. They presented as happy and settled and happily moved from one area to another. Most of the staff work within the school and so knew individual children and their family circumstances well and this enabled staff to provide good care. We heard children chatting to staff as they played games, telling staff about their school day or talk to them about their friendships or plans for the summer holiday. We noted that staff gave lots of praise and celebrated when children achieved a goal when playing football.

Children feel safe and happy at this service and they develop good social relationships with their peers, which provide them with a sense of belonging.

1.3 How well do children interact?

Children are confident in their interactions with their peers. Children were eager to speak with us and clearly understood the rules and behaviour expected of them when attending the club. They were able to tell us some rules including “Stay away (when playing outside close to a Polly tunnel and other building materials), don’t kick the ball too high, be kind”. We saw that when children needed to be reminded or prompted regarding their behaviour, they responded appropriately and were calm, respectful and able to enjoy their play. Children were learning to co operate and problem solve.

Children are developing appropriate social skills through the experiences offered to them.

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

Children enjoy the opportunity to play and relax after their school day. We saw that all children were engaged in their chosen activities and noted that some children were really enjoying the opportunity to role play or read books under the canopy outside on the school field. Older children were seen playing board games and other children were undertaking various craft activities. One child told us that they thought it was a “good club” with lots of things to do. Some children were engrossed in creating weaving crafts and were visibly pleased and engaged by the activity and proud of their creations.

Children can influence the activities and tasks they undertake and enjoy their play. There are good opportunities for them to gain a sense of achievement in what they do.

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

Children are supported to play and explore at their own pace and can experience adult led or freely chosen self-directed play. This enables them to gain skills, be independent and promote their all-round development. Staff were at hand to provide assistance if needed or to extend the children’s play. We saw some children helping staff with setting up play, who relished the opportunity to be helpers when setting out or clearing up activities and this responsibility helps children develop good self-esteem and co operative skills.

Children have opportunities to develop independence skills.

2. Care and Development

Summary

We found that staff are aware of their roles and responsibilities in providing appropriate care. They carry out their duties adequately to ensure children feel happy, settled and are cared for. There is an established staff group who have experience in working with children and have been given opportunities to ensure their professional development is in line with current standards.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have suitable working knowledge of the policies and procedures in place to keep children safe and healthy. There is a safeguarding policy available that outlines the procedures for making referrals of concerns for children to an appropriate agency if needed. In discussion staff were able to demonstrate a satisfactory working knowledge of this and had received appropriate training. Staff knowledge was sound and they had completed an awareness training regarding 'Prevent Duty'. This is a government strategy to help protect children from radicalisation and all child care providers should be familiar with its contents. We viewed the Fire drill logs and noted these had been completed. However, we noted that the information was confusing. For example, we noted that times of evacuations were not noted clearly and we also noted that Fire drill were not very frequent in order to ensure that all the children had an opportunity to take part. We discussed this with the PiC who agreed to make the improvement. Accident and incident forms were completed and signed by parents. During our first visit we identified some potential hazards adjacent to the outdoor playing area, which children could easily access. We noted that staff had not raised the issue to the school. Staff supported healthy eating and we saw that children were offered a healthy snack and were prompted to wash their hands before eating. Currently, most staff had undertaken paediatric first aid training, there was a rolling programme to ensure all staff have first aid, safeguarding and food and hygiene training as part of their ongoing development.

Staff are aware of their responsibilities to help keep children healthy and use the policies in place to guide them. But more importance should be given to identifying safety hazards and reporting this to management.

2.2 How well do practitioners manage interactions?

Staff are calm and consistent in their approach to children and this encourages appropriate behaviour. We saw that they set realistic boundaries and ensured children were occupied. Staff themselves acted as good role models ensuring that they spoke politely and respectfully to children and to each other. Kindness and inclusiveness was encouraged. Staff explained that they really enjoyed working at the club and that they felt well supported and able to care for the children who attend. We saw that if children did become upset staff were able to pick up on this and respond swiftly helping the child to resume their play and engage with their peers.

Staff use positive behaviour management techniques and are consistent in their responses to children. This helps children to understand what behaviour is or is not acceptable.

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

The service is child centred, meets children's individual needs and gives opportunities for children to follow their interests. We saw that staff set up the base room and outdoor play areas before children arrived and ensured that various play opportunities were available. Children told us that they can pursue their interests or have help with school work if they wanted it. In speaking with staff it was obvious that they knew the children well, being able to identify individual children's likes, dislikes and interests. Incidental Welsh language was used throughout the session; we noted staff used both English and Welsh when attracting the groups attentions at the beginning and end of each session.

Children benefit from staff who work well together to provide play and learning opportunities for all children.

3. Environment

Summary

The club has suitable facilities to provide the service they offer although we noted potential safety risk to some areas of outdoor play. However, we did not take action on this occasion because staff and parents from the club had worked hard and put things right by our second visit and before the inspection was concluded. Children are cared for in a secure, clean, light, spacious environment. There is a good variety of resources to keep children engaged and stimulated.

Our findings

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

In the main, children are cared for in a clean and secure environment. The school premises and entrance is kept locked at all times and entry is monitored by staff who ensure that the visitor's book is completed as needed. Staff use radios to speak to one another from different areas of club. We saw that risk assessments were in place but all safety aspects were not fully identified. This was because we noted that children could access some areas of outdoor facilities that should have been out of bounds because they were not safe. For example, the club used the school field for outdoor play. We saw a large 'Poly Tunnel' where gardening tools and equipment had been left, hose pipe left on the floor and ropes were discarded. We also noted another area by the school playing field where items of building material had been left. These included rusted metal pieces, barbed wire and rubble. We discussed this with staff who told us that the area was left like this by the school for a long period. But staff did not raise this through risk assessments and report it to the school management. We discussed our concerns with the RI and the PiC on day one of the inspection and they assured that the matter would be resolved immediately and escalated to the school management. We did not take further action on this occasion because by our second visit both the staff and parent group had worked hard to minimise the risks and make both areas out of bounds to children.

Management and staff should put into place appropriate procedures to keep children safe.

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

Staff set up the environment so that children feel at ease and comfortable to explore and engage in the activities and resources available. There is sufficient space and facilities to meet the needs of the children. The premises are well maintained and decorated and although this is a shared space children have the opportunity to display their work increasing their sense of belonging and ownership of the club. Staff had made a quiet area within the club's base room so that children have the opportunity to rest and relax after their school day and undertake quieter activities such as reading if they choose. However, the book area could be better defined and made to feel more cosy and comfortable. We discussed this with the PiC who agreed to review the area.

Staff make the best use of the space available to the club to make it child friendly.

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

Children have access to furniture, equipment, toys and materials that are appropriate and suitable for their needs. Quality of resources is good and there has been investment in new activities and games for older children. Resources were seen to be clean and we were told that they were checked to ensure they remain in good working order.

The activities and resources currently provide children with suitable challenges and opportunities to keep them engaged in play.

4. Leadership and Management

Summary

There is a clear management structure supporting the staff to ensure that children's needs are met. Record keeping is of a suitable standard. The service is meeting all of its legal responsibilities but we have made some recommendations to further promote and support good working practices.

Our findings

4.1 How effective is leadership?

Overall, the club provides a clear picture to parents of the service provided and this was confirmed by the parents we spoke to. However, we suggested that the statement of purpose (SOP) and operational plan needs to be reviewed as some factual information needs to be clarified. For example the service should clearly note the operational days and times of the club. This will help parents to plan and book the use of the service. We also noted that the SOP had included a reference as to how parents can raise their concerns within the management of the club but the role of the regulator CIW was not clearly defined and the contact details for CIW were not correct. We discussed this with the PiC who agreed to review their records and make improvements. Policies and procedures are shared with parents and were available at the service together with other useful information for parents. Alongside policies and procedures we viewed daily records and noted that the club's registers were confusing and did not record the numbers of adults and children who were on site. This can impact on children's safety, for example, in case an emergency evacuation is required. We also noted that font was so small it was difficult to read for accuracy. We discussed this with the PiC, who agreed to improve this matter.

Overall, the management delivers a consistent service to parents and children although improvements are required to improve record keeping.

4.2 How effective is self evaluation and planning for improvement?

There are sufficient systems in place to monitor and evaluate the effective running of the service and to ensure that resources and planning for children meets their needs. Children and staff told us that they are consulted with verbally and that their feedback is listened to and acted upon. One child explained that they had all been asked what resources they felt would benefit the club and was very pleased in telling us that their suggestion had been acted upon. We were told that an annual quality of care review will be undertaken at the end of their first year. The PIC explained that questionnaires were being devised and they would be sent out to parents and children to gain additional feedback which would be used alongside staff and children's input. The PiC had a sound understanding of the quality of care review that should be completed annually and she told us that alongside staff this would be reviewed and sent to CIW annually on completion.

There are sound systems in place to identify and plan for future improvements to the service.

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

Staff receive the support they need to work well as a team, understand their responsibilities and support the children in their care. Staff told us that they have daily discussions with their manager and deputy and that communication is good. They stated that they are provided with regular discussions and are able to approach managers with ease. Staff found this beneficial and felt valued and supported. The service was well staffed on the day of the inspection. Recruitment processes had been followed and all information had been obtained prior to staff commencing. Staff held appropriate Disclosure and Barring Service (DBS) checks and Paediatric First Aid training. The club has employed two apprentices, these are included as part of the staff team and ratios. We saw that both apprentices had been checked and written references were obtained. The PiC told us that they were awaiting the second and final written reference for one of the newly appointed apprentice but that this should be in place by the end of the week.

Both the RI and PiC are committed to establishing a stable staff group so that children's needs can be fully met.

4.4 How effective are partnerships?

The club works well with parents to develop trust and clear communication. Systems are in place to identify the individual needs and preferences of children. They provide parents and carers with relevant information to make choices about the care of their child. Staff keep parents informed about aspects of their work and encourage them to be active partners in the life of the club. This was evident when we noted that parents got actively involved in ensuring all hazards were minimised to the outdoor play area. Staff told us parents were very helpful in actively providing materials, ideas and their time to putting the issues we had raised on our first visit right. Parents we spoke to told us they were happy and were very eager for the club to expand its service and operate during holidays. They told us they have wanted a service to open during the holidays as this would support the working patterns of parents during the holiday period. Parents told us *"we know the staff from the school already and they are great"* and *"We are delighted that the club is up and running and we will be able to use the summer holiday club too"* and *"My child loves to come to the club and it gives me the extra time I need before finishing at work"*. Staff contact parents throughout the day, as appropriate, and parents told us that they value this contact. Regular newsletters provide parents with updates about service developments and any celebrations planned. The PiC described the positive relationships which exist with external partners such as the school staff and management and the great support of their committee.

Valuable partnerships are maintained to maximise benefits to children.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

First Inspection Post Registration.

5.2 Recommendations for improvement

In order to develop the service and improve outcomes for children we discussed the following matters with the RI and PiC:

- Carry out daily checks of the premises to identify any risks to children. Ensure all areas accessible to children are safe and record and report any issues of concern to management;
- improve daily registers to clearly identify how many children and staff are on site at any given time;
- plan fire drill practice to be more frequent so that all children have an opportunity to be involved and accurately record the evacuation details of the numbers of children and adults who were involved;
- update the SOP to correctly reflect the service the club provides. With particular regard to the operation days and hours offered including any details regarding the holiday club and
- update the SoP to include the clear role of CIW in regards to raising concerns and how parents can contact CIW should they wish to do so.

6. How we undertook this inspection

We used the following methods to gather evidence for this report:

- We looked at what we already knew about the service, including notifications and changes since the service was registered in August 2018;
- the inspection was carried out by one inspector and took place over two visits;
- we observed activities and interactions between the staff and children;
- we sampled documentation and records, which included the SOP, policies and procedures, risk assessments, records of accidents, incidents and complaints;
- we viewed operational plans, records of attendance and records of medication administered;
- we viewed all parts of the premises relevant, looked at maintenance records, risk assessments and other documentation relating to safety measures and took account of the security measures in place.

Our findings were fed back to the management at the end of the inspection and all recommendations discussed in full.

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

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Out of School Care
Responsible Individual	Simon George
Person in charge	Sharon Bradbury
Registered maximum number of places	50
Age range of children	4 years to 12 years old
Opening hours	Monday to Friday 3.10pm to 6pm term time and holiday club hours will be communicated to parents before term ends dependant on the viability of the club each holiday period
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	Registration visit 28 August 2017
Dates of this inspection visits	17 and 19 July 2018
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?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/children who use the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's 'More Than Just words' strategic guidance for Welsh language in social care.
Additional Information: None	