



# Childcare Inspection Report on Radyr Scout Hall Breakfast & After School Club

**First Radyr Scout Group Hall  
Heol Isaf  
Radyr  
Cardiff  
CF15 8EA**



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## **Description of the service**

Radyr Scout Hall Breakfast & after School Club operate from First Radyr Scout Group Hall in Radyr, Cardiff. The club is registered to care for up to 30 children between four to twelve years of age. It is open Monday to Friday during term time from 7.30am to 9.00am for the breakfast club and 3:20pm to 6:00pm for an after school club. The Responsible Individual (RI) is Matthew Koch who works closely with the Person in Charge (PiC) to manage the setting on a daily basis. Care is provided through the medium of English with the use of incidental Welsh.

## **Summary of our findings**

### **1. Overall assessment**

Children enjoy spending time with their friends and completing various planned activities or free play. They receive warm and nurturing care from staff who know them well and who are responsive to their needs. Children are well settled and at ease within the service and make good supportive relationships. The service is well managed by an experienced manager who is organised and keen to continually develop the service. There is a good ratio of staff to children which ensures that consistent care is provided. The environment provides children with adequate opportunities to support their development.

### **2. Improvements**

This is the first inspection after registration under new management arrangements and the service is working to ensure that all standards are met.

### **3. Requirements and recommendations**

There were no non-compliance issues identified at this inspection. Recommendations are commented on at the end of the report.

# **1. Well-being**

## **Summary**

Children are happy and settled at the service. They are able to make choices about their play as there is an appropriate quantity of resources. Children's requests are listened to and responded to, and there are opportunities for them to be independent and develop self help skills.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children have a voice at the service. They are able to speak freely and communicate with confidence. They were seen to select activities which interested them and freely choose their resources. During our inspection visits the children were happy to approach staff for additional items such as crafts and puzzles and their requests were promptly dealt with. There is some consultation with children to aid planning of activities and their ideas are taken into account. We saw that there was a suggestion box and children told us that had made suggestions regarding activities and resources which was listened to and acted upon by staff.

Children have the opportunity to express their views, are consulted and given an active role in relation to their play opportunities.

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

Children are content and are settled in the service. Currently the children who attend are all pupils at the local primary school so the surroundings are very familiar to them. Children are collected from their classrooms at the end of the school day and we noticed they settled immediately. There is a busy atmosphere and children enjoy their time playing with others. We saw children laughing and moving between the indoors and outdoors freely. Staff knew individual children and their family circumstances well and this enabled staff to provide good care.

Children are happy, well supported and are settled as the club's ethos promotes their confidence and self-esteem.

### **1.3 How well do children interact?**

Children of varying ages use the service and behave appropriately. Supportive friendships between individuals are evident and younger children are confident to ask for help when needed. We noted that children benefit from mixing with children outside their usual classroom friendship groups. Children play together cooperatively; we saw children taking turns when using play equipment. Interactions were positive and children were sensitive to the feelings of others. Children were eager to speak with us and clearly understand the rules and behaviour expected of them when attending the club. They were able to tell us some rules including: don't kick the ball too high, be kind and share. 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 are learning important skills which benefit their social development.

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

Children show enjoyment in the play activities available to them which are appropriate for their age and sustain their interest. For example, we watched children playing in a den that was built under some tables using blankets and cushions. They took toys into the den and spent a significant period of time involved in imaginative games and chatting to each other. When parents arrived to collect their children, some were reluctant to leave as they wanted to continue playing with their friends. We heard one child ask their parent *'Can I have five more minutes?'*

Children have good opportunities and experiences that help to develop skills through participating in stimulating activities.

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

Children display confidence in relation to their self help skills and independence. Play was largely self-directed and freely chosen which meant that children gravitated towards activities which they enjoyed and they did so with the minimum of support from staff. They enjoyed using various play materials and some of the children helped tidy resources away. In general children were confident to use the toilet facilities unsupported and washed their hands before snack time. Some children are given the opportunity to be helpers at snack time and this responsibility helps children develop good self-esteem and co-operative skills.

Children are developing appropriate independence skills in line with their age and stage of development.

## **2. Care and Development**

### **Summary**

There are suitable procedures in place to promote children's health and well-being. Staff are well trained and experienced to carry out their roles effectively.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff follow the setting's policies and procedures to keep children safe and healthy. There was a Safeguarding policy in place which contains information on the Prevent duty. This duty highlights the need for all child care providers to protect children from the dangers of radicalisation and extremism as part of their safeguarding responsibilities. During our visits we saw healthy snacks being provided to children including crackers, a variety of sandwiches, hummous and fresh fruit. As part of the daily routine, children have outdoor play in the hall or small outdoor area to ensure they have physical exercise. They also walk with the staff from the school to the hall although this is not a long distance.

Children's benefit from health and safety practices that promote their welfare.

#### **2.2 How well do practitioners manage interactions?**

There is a behaviour management policy which outlines how staff should respond if they saw unwanted behaviour. We saw little unwanted behaviour during our inspection; when it did occur staff were consistent in their approach and the children responded positively to them. The children were all engaged in activities and worked well when participating in groups such as outdoor play and den building. Staff were positive role models for children as they were professional, kind, respectful and encouraged good manners, which we heard regularly reinforced.

Staff are good role models and consistent in their practice.

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

Staff ensure that children are actively engaged and offer opportunities for them to develop their skills. We saw that the staff to child ratios were in line with the National Minimum Standards (NMS). We noted that care practices were relaxed and staff were happy to support children and participate in activities with them. Individual development records are not maintained as children attend for only a couple of hours a day during term time. We heard children talk about their interests and school life and staff were clearly aware of children's preferences and hobbies. The RI explained that they were keen to promote children's independence at snack time although we found that this part of the session was not organised well and children were seen playing physical games whilst eating and drinking resulting in some spillages.

Staff support children's individual needs in a positive way and offer a selection of activities to promote their all-round development.

### **3 Environment**

#### **Summary**

The indoor environment provides sufficient space for play and learning and children benefit from use of the scout hall and a small outdoor area for physical play.

#### **Our findings**

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

The leaders ensure that the environment is safe for children as appropriate policies and procedures have been implemented. There is a locked front door although we noted that visitors to the service are not currently required to sign in and out. We saw that there were written risk assessments and fire drills had been conducted at regular intervals. These records did not include a note of which children had completed the drill. Accident and incident records had been recorded and the nature of them was typical of the age of children who attend the service and did not raise any concerns around the safety of the premises. These records were audited and evaluated to identify any patterns. We saw that daily checks are conducted by the team to ensure that the environment is safe for children.

The environment is safe for the care of children and safety checks are conducted on a regular basis.

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

Leaders ensure that the environment is suitable for the children who attend the service. There is one large open play hall and a smaller craft room which offers sufficient space for play activities. Toilet facilities are located directly off the room which children can access independently. There is a very small outdoor play area to the side of the hall which is used for physical play although space is very limited. Children are provided with snacks in the main hall or side room. Most toys and resources are stored at low level so children can access them independently. The service was seen to be suitably clean although the Public Health's Infection control audit tool has not been completed. Some maintenance issues were observed in the outdoor area including a broken wood boxing in area.

Leaders ensure the environment is suitable for children.

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

Leaders provide adequate quality resources and equipment for children who attend the service. There was a selection of resources and play materials including a den, dolls house with accessories, trucks and cars, construction, as well as puzzles and craft materials, all of which were well maintained. Outside children had access to planting, tires, an outdoor den, magnifying glasses to look for bugs and objects to balance on. We noted that some reusable materials had been used for making the den for the children.



Children benefit from a sufficient selection of resources which are well maintained.

## **4. Leadership and Management**

### **Summary**

Leaders ensure parents and children receive a consistent, reliable, service. The service is proactive in engaging with families and in sharing information with them about their child. There are systems in place for evaluating the service and planning improvements. Staff receive good opportunities to continue their professional development.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders are proactive and put in place a range of measures that benefit children. The statement of purpose is regularly updated and shared with parents. This document contains the information required by the regulations, is clear, and is reviewed to ensure it is an accurate reflection of the service provided. We examined the service's policies and found them to be appropriate and thorough. They are accessible to parents and updated regularly. Children's registration records evidenced that most of the required information is sought prior to the children's attendance to ensure they can be cared for adequately. We noted that the registration forms had some gaps where parents had not completed and details of the children's gender, religion / culture and pickup person was missing. Leaders show commitment to the continued professional development of staff. Safeguarding, first aid and food hygiene training are provided to all staff alongside a range of other courses including training in play.

Leaders put in place practical and effective systems to benefit children.

#### **4.2 How effective is self-evaluation and planning for improvement?**

The RI understands that self evaluation and planning for improvement is essential within the service and there are systems in place which supports this process. He explained that questionnaires regarding the evaluation of the service are distributed to both children and parents and where possible suggestions acted upon. Team meetings are held and provide staff with an opportunity to give feedback and make suggestions for improvement. We were told that children would be asked their opinions and are consulted before purchasing new equipment. There is a suggestion box at the service in which children and parent can contribute there ideas.

There are effective quality assurance processes in place and planning for improvement. This benefits parents and children who use the service.

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

Management of staff and resources is good. There are effective procedures in place to ensure staff are safety recruited and suitable to work with children. We saw evidence of a robust of pre-employment security procedures and all Disclosure and Barring service (DBS) checks for staff were in place. Staff carry out daily tasks to ensure the needs of children are met in a timely manner within the premises.

We looked at a number of staff files which showed evidence of supervision meetings. One to one supervision provides opportunities for staff to reflect on their practice, identify any development issues and to receive feedback from their manager. There were a suitable number of staff present to care for the children and the RI is also available at times to provide additional cover to care for children. Registers for staff and children were in place although the actual hours of attendance was not recorded.

Leaders employ effective systems to ensure staff caring for children are safe and thoroughly vetted.

#### **4.4 How effective are partnerships?**

Leaders ensure working partnerships inform and support practice. The service works with parents to identify the individual needs and preferences of children. We were told that the service would work with health and education partners to provide support for children with additional learning needs if required. There are links in place within the local community, including the local library where children listen to stories and choose books to read.

Leaders encourage and support valuable partnerships to maximise benefits to children.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

- Ensure all visitors to the service sign in and out of the premises;
- ensure actual times of attendance are maintained for staff and children;
- complete Public Health's Infection control audit tool in order to minimise the risk of spread of germs;
- develop the current record for fire drills to include details of children who have completed;
- update maintenance in outdoor area including replacement of any damaged boxing in of pipes;
- reorganise the current snack time routine;
- ensure all parts of registration documentation is completed by parents and
- update the current registration forms to include details of child's gender, religion/culture and pick up person.

## **6. How we undertook this inspection**

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

- One inspector undertook three visits to the service, the first visit was unannounced.
- we observed the children and the care they received throughout the sessions;
- we spoke to a number of children, staff, the person in charge and the responsible individual;
- we looked at a wide range of records. These included the statement of purpose, risk assessments and the safeguarding policy. We also looked at three staff files and four children's files and
- we carried out a visual check of the premises inside and outdoors.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## 7. About the service

Type of care provided	Children's Day Care Out of School Care
Responsible Individual	Matthew Koch
Person in charge	Gemma Greck
Registered maximum number of places	30
Age range of children	4 to 12 years
Opening hours	Monday to Friday term time: 7.30am to 9.00am for a breakfast club 3:20pm to 6:00pm for an after school club
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First Inspection Post registration.
Dates of this inspection visits	3, 4, 5 October 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 service does not provide the Active Offer of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of children who use or intend to use the service. We recommend the service consider the Welsh Government's 'More Than Just Words Follow On Strategic Guidelines for the Welsh Language in Social Care'.
Additional Information: None	