



# Childcare Inspection Report on

**The Old Church Rooms After School Club**

**Old Church Rooms  
Park Road  
Radyr  
Cardiff  
CF15 8DF**



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## **Description of the service**

The Old Church Rooms After School Club is part of the Radyr Latchkey clubs which operate in the area. They operate across four venues, providing breakfast, after school and holiday care. This particular service offers an after school club facility only. They are open from 3:20pm until 6pm weekdays, except Wednesday's. A nominated Person in Charge oversees the day to day management of the service. The Responsible Individual has an active role in the service. This is an English language service.

## **Summary of our findings**

### **1. Overall assessment**

The after school club operates to a good standard. Children are happy, motivated and interested in the activities and opportunities available. Practitioners understand their roles and responsibilities. They are confident and knowledgeable. The service is well run with good policies and procedures and the vision for the service is communicated well. The environment provides children with suitable play spaces for this type of service.

### **2. Improvements**

This is the first inspection since registration

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

We did not identify any areas of non compliance at this inspection. We made one recommendation regarding the Statement of Purpose.

# **1. Well-being**

## **Summary**

Children are engaged in a variety of activities and positively occupied for most of the session. They are confident to speak up, make their feelings known and they have plenty of choice. Children feel safe and they are content at the service. They identify with those who care for them and know how to seek help or support if they need it.

## **Our findings**

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

Children have plenty of free choice. They told us they can ask for games and activities of their choice and the practitioners nearly always respond. Children lead their own play. We observed a game in the hall that evolved through play into another game of their making. Children are confident to speak up and make their feelings known. They told us what they like doing at the club and that the people who look after them listen to them.

Children have a strong voice at the service and they know they will be listened to.

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

Children feel secure. They are confident to raise concerns with the staff. One child told us that they had asked for help when someone upset them and the staff were kind and helpful in sorting it out. They showed us an area where they can write down their feelings and comments. Children sit together and eat their snack in a relaxed manner, chatting to friends, showing they have formed friendships. They make requests to practitioners, invite them to play and talk to them about their personal life. This shows they have developed good bonds with those who care for them. Children told us they are happy and feel safe at the service. They voluntarily told us about the club, the routines and the practitioners. Comments included, 'the staff are kind and nice' and 'the staff are fun and make it a fun place to come.'

Children are very happy at the service and they have developed a strong sense of security.

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

Children manage their own behaviour well and have developed good relationships with peers. Nearly all children shared resources and took turns without any intervention from staff. Taking turns and co-operative skills were natural. For example, three children were setting up a board game, when another two came along and asked to join in. They were immediately welcomed and they worked together, finding chairs and making space for them to sit alongside the table. Children generally got along very well, holding personal discussions and sharing their interests.

Children interact well, showing a caring and mature attitude towards others.

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

Children engage in play based activities, that interest and excite them. Children told us they enjoy their time at 'Latchkey.' Most were busy playing with a wide range of activities and resources, including a cookery activity. Some children were immersed in their own role play game, using a pop up tent. They spent a good period of time playing together using their imagination. The quantity of laughter, was a good indicator they were having fun. Children followed their own interests and led their own play whenever possible. They sought support, only when they needed it. For example, a small group of children requested to make a den. A practitioner found some resources to allow them to do this.

Children enjoy their play and the freedom to influence the tasks they undertake.

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

Children are motivated to learn by experimenting with activities and taking on new challenges. A group of children told us about the cooking and craft activities they had taken part in today and the not so successful ones they had previously done. One child said, "*We made slime, which is more like goo! But it's still good.*" Children are independent and do most things for themselves, including tidying away after snack, recycling and putting resources away.

All children are confident to naturally lead their own play and take responsibility for themselves.

## **2. Care and Development**

### **Summary**

Practitioners follow the agreed policies and procedures to keep children safe and well. They have a good understanding of how to safeguard children. They speak about their roles and responsibilities with confidence. Practitioners maintain a good balance of being firm but fair. They have fun with the children. They are patient, kind and caring but they also provide clear boundaries for children and their practice is consistent.

### **Our findings**

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

Well established routines keep children safe. During the school run, practitioners carefully supervised children and took registers routinely. Electronic records are kept to register all children in and out as well as paper copies being used for additional school collections. Safeguarding is given high priority with staff having a good understanding of the policy. Practitioners have the opportunity to undertake additional training. They gave examples of recent courses they had completed, including the Prevent Duty. (This is a statutory duty placed on all child care providers to pay due regard to the prevention of children being drawn into extremism.)

Healthy eating and lifestyles are promoted. Soup, pasta and sandwiches, along with a selection of fruit snacks were available during inspection visits. Practitioners provide opportunities for children to be physically active both indoors and outdoors. All practitioners have food safety training. Good electronic systems are in place for monitoring and recording accidents and medication. This is backed up by verbal communication on collection of the child. We saw this procedure, in working practice and a parent told us it was very organised and useful.

Practitioners are knowledgeable and well trained, which helps to deliver a good service, where children's well-being is given high priority.

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

Practitioners are skilled in promoting positive behaviour. They use children's interests and trends as a way of capturing their attention. For example, some children had been playing a made up a game called 'Pause.' One child's shoe laces were untied. A practitioner asked them to tie them up, to prevent accidents. As the child was engrossed in the game the request was ignored. The practitioner joined in the game and used 'pause,' making the same request of the child. The group giggled, and respected this intervention. Children are generally encouraged to resolve differences and problems for themselves. Rules have been established for the service. Where appropriate, gentle reminders may be used if children forget these. For example, one

practitioner reminded a group of children how to use certain resources safely. Consequences are outlined, should unwanted behaviour continue. Children were clearly familiar with the boundaries. Staff have a calm patient manner with the children. They make requests and children listen. They respect the adults and their decisions.

Practitioners set realistic boundaries and encourage mutual respect. Children respond very well to this approach.

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

Plans are in place to identify and meet the needs of all children attending. A basic activity plan is drawn up daily, based on topical events, children's previous requests and the space available. We saw a good range of play and learning opportunities available. Much of the time, children lead their own play based on their interests and practitioners facilitate this. Cookery, indoor and outdoor play, mark making and table top activities were all well received by those attending. One parent told us that her child is always busy and occupied, doing something new and sometimes he does not want to come home, because he is so happy.

Practitioners know children well and provide opportunities that keep them interested engaged.

### **3. Environment**

#### **Summary**

There is plenty of suitable space available for children to play. They benefit from access to a good range of resources and loose parts. Staff are safety conscious and supervise the spaces used well. They understand health and safety matters but maintain a good balance of providing suitable opportunities for risk and challenge. Appropriate building maintenance checks are routinely undertaken.

#### **Our findings**

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

Practitioners manage risks well. They follow the agreed procedures to risk assess areas for safety. Activities are subject to a risk benefit analysis to consider the risks versus the play benefits. Practitioners carefully supervised each area and took action where potential risks were identified. For example, tidying away some items from the floor to prevent trips. Standard building safety checks are up to date. For example, fire safety equipment, the annual gas safety service and five year periodical electrical testing. Regular fire drills are practised and a fire safety briefing or quiz is often used to increase children's awareness of fire safety and evacuation drills.

Practitioners and leaders are very safety conscious. They implement the agreed safety procedures to eliminate unnecessary risks to children.

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

The premises are welcoming and suitable for after school care. Practitioners spend time planning activities and drawing out a floor plan for each session. This may change with children's requests, but it is a good starting base for each session. It meant that children could settle quickly and immediately begin playing with resources as they arrived from school. Outdoor play space is well used and staff are creative with this space. A room upstairs has been utilised on rare occasions, for watching a film. However, this has not been included within the Statement of Purpose. There are areas for quieter conversations should a confidential conversation be needed. The service has access to a well equipped kitchen, which is an asset.

Leaders and practitioners carefully consider the areas for use on a day by day basis. This provides variety, challenge and good opportunities for children.

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

A good range of quality resources are available. These are stored across different facilities and rotated for use, providing variety. Throughout the rotation process the quality of these items are checked. Practitioners told us any damaged items are



immediately discarded unless they can be repaired. Children enjoyed access to larger equipment, such as a pool table, a stage area and pop up tent. There is plenty of space for physical play and table top games. These were varied from day to day, based on children's engagement. Practitioners told us that they would observe what children enjoyed and vary resources accordingly. We were told requests for new equipment would be made to the RI, who would decide what would be purchased in line with the budget. A resources photo album has recently been introduced. Children can browse this to see what is in available to them and what can be rotated from setting to setting. Children told us about their favourite resources which were very varied. They included, a games console, board games, foam sticks and other various loose parts as well as more traditional craft items. It was evident that resources were plentiful.

Children have very good access to furniture, toys, and resources that are appropriate for their needs.

## **4. Leadership and Management**

### **Summary**

Leadership and management is very strong. Staff feel supported by their managers and colleagues. Continuous professional development is promoted. There are good systems in place to evaluate their practice. Partnerships with parents and the community are good.

### **Our findings**

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

The provider has established clear policies and procedures for the service, and communicates their vision well. Practitioners have a clear understanding of the aims and objectives for the service. They communicate well with each other, children and parents. This is because they receive good support and effective monitoring from leaders. The RI spends time at the service and is actively involved in all aspects of the provision. There is a clear Statement of Purpose for the service. Detailed policies are accessible to staff and parents. The RI understands the regulatory requirements and regularly notifies CIW of any changes at the service.

Leaders have high expectations for the service and they monitor these to ensure the quality of provision is effective.

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

Leaders value feedback and communicate well with service users. There is a detailed complaints policy in place with an adapted system for children. No complaints have been received. Staff and parents told us they are encouraged to share their views. An annual quality of care review is planned for March, following their first year after re-registration.

Self evaluation is good. The leaders are open to all kinds of feedback and communication. They have solid plans to self reflect on the quality of this service.

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

Leaders have established a safe, robust recruitment process. We examined staff files and found these were well kept and met the requirement of the regulations, with all pre-employment checks being undertaken. A strong induction system is in place. We saw effective use of training assessment sheets and monitoring arrangements for new staff. Induction is unhurried and works at the pace of the individual, with key areas for learning and training being identified and prioritised. Staff meetings, one to one supervision and annual appraisals are well established, which contributes to effective management.

Leaders have established good routines to monitor performance and operational matters. These are working well.

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

Relationships with parents are very good. We spoke to several parents and reviewed the comments provided via our questionnaires. All those spoken to, were highly complementary of the service, staff and the venue. Some made references to the new online communications systems, including daily registration, accident records and emails. The service has good links within the community. They operate from a shared community venue, they make good use of the library and other local facilities.

Relationships with the primary school are strong. Children are collected from the school daily and we saw that teaching staff were familiar with Latchkey staff, greeting them warmly and sharing pertinent information, which benefits the children.

Leaders and practitioners have established useful and important partnerships which complement the service provided.

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

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

None

### **5.2 Recommendations for improvement**

We recommended that the provider should update the Statement of Purpose.

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

Two inspectors visited the service on 19 February and one inspector returned on 22 February 2019. We spent approximately six hours at the service.

We:

- Observed practice and completed observations of care practice;
- reviewed information held by CIW;
- inspected a sample of documentation and policies;
- undertook a visual inspection of the premises;
- read questionnaires from the parents, staff and children;
- spoke to the children throughout the day and several parents. We also spoke to the staff and leaders working at the service and
- gave feedback via email, as agreed with the RI.

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

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

## About the service

Type of care provided	Children's Day Care Out of School Care
Responsible Individual	Matthew Koch
Person in charge	Diane Benson
Registered maximum number of places	50
Age range of children	4 – 11 years
Opening hours	3:20pm – 6pm, weekdays, except Wednesdays
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This is the first inspection since registration
Dates of this inspection visits	19 & 22 February 2019
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?	<b>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, or intend to use their service. <i>This is because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.</i> We recommend that the service provider considers Welsh Government's '<i>More Than Just Words follow on strategic guidance for Welsh language in social care</i>'.</b>
<b>Additional Information: Radyr Latchkey clubs operate across four venues within the community. Three of these venues offer after school club facilities. Children are cared for in different locations based on age and availability of space.</b>	