



Childcare Inspection Report on

Hope After School Club and Holiday Club

**Ysgol Estyn Community School
Hawarden Road
Hope
LL12 9NL**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

08/04/2019

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Description of the service

Hope After School Club and Holiday Club operates from within Ysgol Estyn Community School in Hope. The responsible individual is Sarah Love and the person in charge is Jamie Warburton. The service opens Monday to Friday from 15:00- 18:00 term time and from 8:00- 18:00 in the school holidays, closing for bank holidays, one week in the summer holiday and one week at Christmas. The service is registered to care for a maximum of 24 children aged three to 12 years.

English is the main language of care with Welsh promoted. This is a service that does not provide the Welsh language 'Active Offer'.

1. Overall assessment

Children are happy, settled and enjoy attending the service. They are confident, interact well and take part in interesting activities. Staff are good role models and create a positive ethos by valuing children's contributions. The environment is spacious with children having access to a variety of shared facilities with the school. Leaders are working hard to establish their new role and they have positive links with the community. The service meets most National Minimum Standards and regulations. However, policies and procedures are not always followed at collection time, which could compromise children's safety.

2. Improvements

Since registration leaders have purchased new indoor and outdoor toys. Some of these include Play Station games, dolls and prams, cars and garages and four go carts. Leaders have also improved the registration format and payment system.

During this inspection, leaders amended the statement of purpose and sent us information relating to staff files.

3. Requirements and recommendations

We found the service did not meet a legal requirement in relation to a child's collection arrangements. We brought this to the attention of the person in charge and told them it must be addressed.

We made recommendations to further improve practice relating to record keeping, training needs, activity planning in the after school club and the service's design and layout.

1. Well-being

Summary

Children are happy, motivated and enjoy attending the service. They know the routines, have good relationships with staff and express their interests confidently. Children interact well, co operate and are developing a range of skills.

Our findings

Children were encouraged to express themselves during their time at the service. Toys and games were brought out of the cupboard when children requested them and they contributed to ideas for activity planning in the holiday club. Children told us staff listened to them, which we saw when children's questions were answered promptly. When they asked, children received help to share toys, tidy up, and were given second helpings of snack. Children were given some ownership over what they ate at snack time by making decisions as to what fruit they would like and whether they would have milk or water to drink.

Children were relaxed with routines in place providing a sense of security. Children calmly arrived at the service, put their belongings away and happily settled straight down to an activity. Children told us they were happy at the club. One child arrived and asked staff if she was attending the club that day. When she was told she was attending, she shouted 'Yes' with a huge smile on her face. Children told us staff were 'nice' and 'kind' and we saw them keen to show them aspects of their play such as pictures they had drawn. This showed bonds of affection had been formed enabling children to feel happy and comfortable.

Children played well together and generally shared toys and co operated with only little help needed from staff. They shared the rolling pins in the playdough and we heard them thanking each other when they received help and complimenting each other on their colouring. One younger child had drawn a picture for an older child and when she arrived at the service she gave her the gift she had made. Children had clearly built positive relationships with each other and they managed their behaviour with growing independence.

Children took part in their play and recreational activities with enthusiasm. We saw them having fun on the field when riding go carts and a group of children were engaged whilst playing with the dolls. Activities at the after school club met most children's interest levels and they concentrated well for suitable periods of time. Children told us they 'liked' the after school club activities and 'loved' the holiday club. They told us they enjoyed going on trips in the holiday club and they liked cooking and making slime. Their favourite activities at the

after school club were playing on the iPads and going outside. We saw children had positive attitudes and were interested in a range of activities.

Children had access to experiences which enabled them to play and be independent. We saw examples of children being encouraged to do things for themselves, such as, choosing games and following their own interests. They put their belongings away and tidied away resources and equipment. Older children were seen supporting younger children with their play as well as helping to rotate them on the iPad, when it was the next child's turn. Activities seen at the after school club showed children had access to suitable leisure and recreational experiences which developed their skills. Independence could be further promoted by children helping to set up snack time and pouring their own drinks.

2. Care and Development

Summary

Staff promote healthy lifestyles, physical activities and well being but leaders do not always follow their policies and procedures to ensure children's safety. Staff use appropriate strategies to manage children's behaviour and provide activities which interest children. Activity planning in the holiday club is a particular strength.

Staff mostly kept children healthy and safe. They supervised children well by adhering to the correct staff and child ratios. Registers were completed accurately including children's arrival and departure time, which ensured all children could be accounted for. Policies were in place to ensure staff sent children home with known parents/carers and passwords were used if carers were unknown to the service. However, the collection arrangements for one child were changed on the day, which potentially compromised the child's safety. We told leaders that improvements were needed in relation to this matter in order to meet the legal requirements.

Leaders understood the service's safeguarding policy and told us who they would notify should there be a concern about a child. Most staff had received safeguarding training and we recommended those who had not, should be booked on to a training course as soon as possible. Appropriate hygiene practices were followed. However, staff could use tongs to serve second helpings rather than using their fingers. We saw a three week menu offering well balanced, nutritious food and drink however, buttered teacakes were given on the day of inspection, which was not on the menu. We recommended leaders record food and drink offered to children if they are deviating from the menu.

Staff treated children with respect and were good role models. They were approachable, handled situations with care and sensitivity and promoted positive behaviour. We saw very little unwanted behaviour but when staff needed to intervene, they were consistent in their approach and followed the service's policy, reminding children to share toys and be kind to one another.

Detailed and well thought-out activity planning was seen for the holiday club, showing engaging weekly topics and stimulating activities linked to areas of learning. Holiday club staff took children on regular outings to places such as the park and children contributed to topics and the planning of trips. On the service's social media page, we saw a wealth of photographs showing a good variety of recreational and leisure opportunities. Some of these included making biscuits, forest school dens, bug hunt, gardening/planting and feeding the chickens. Activities in the after school club were less structured with staff generally putting toys and resources on tables for children to access. The toys and games were successful but activities could be developed further to promote higher levels of engagement.

3. Environment

Summary

Children are cared for in a safe, secure and welcoming environment. Resources and equipment are clean, age appropriate and of good quality. The environment is spacious and the club has access to a range of outdoor facilities. However, the layout and design of the hall could be developed further.

Our findings

Staff provided a safe, welcoming environment for children. The premises were secure with parents/ carers ringing a bell at the school entrance, before being allowed to enter the service. The outdoor area was surrounded by fencing and locked gates which prevented unauthorised access. Written risk assessments were followed with potential hazards being reduced or eliminated which ensured the environment was safe for children. Records showed fire drills were carried out at appropriate intervals ensuring staff and children knew the procedure should there be an emergency.

The environment was suitable for children with the after school club running from a large school hall offering plenty of space. The hall had appropriate sized tables and chairs for table top activities and eating, and staff had promoted a sense of belonging by creating wall displays and providing a trolley for children's possessions. We recommended developing the layout and design of the hall so that it was considered more from the child's perspective. We discussed lowering the television to a more suitable height for children, having a quiet/cosy area for resting, and to provide access to a home corner with dressing up clothes. This would also help create a richer environment for play and learning. Outside there was a large playground and field where we saw children running around and playing on go carts. In addition to this, the service had access to a wide range of outdoor facilities such as golf, football, forest school and a chicken coup. These were not used on the day but we saw evidence on the service's social media page, that they were used.

Staff provided children with access to good quality, age appropriate play and learning resources. Toys were available in sufficient quantity to ensure children had a variety of choice. Some resources stimulated and encouraged children to follow their own interests and resources were kept safe, clean and in a satisfactory condition.

4. Leadership and Management

Summary

Leaders are still establishing their role and they are keen to learn. Working in partnership is promoted and links have been made within the local community. Aspects of paperwork need to be managed more effectively and leaders must ensure all policies and procedures are followed.

Our findings

The person in charge was new to the role and keen to learn. She received regular support from both the Responsible Individual as well as a manager from another service. This had ensured the service operated in line with most of the National Minimum Standards and regulations. Well written policies were mostly followed. However, the person in charge should review these regularly to ensure policies are fully understood and implemented by all staff. Parents were provided with a statement of purpose, which included detailed information in relation to the service's policies and procedures. Most information was accurate but some parts needed amending. Before the report was written, leaders sent us an amended statement of purpose, which now complies with our regulations.

Leaders were reflective and took action as a result of other people's views. Prior to the service opening, parents and children's views were gathered to ensure the service would meet the needs of those intending to use the club. Since the service had been operating, the Responsible Person told us the number of children attending had increased and parents told us they were happy with the club. We reminded leaders the annual quality of care report would be due in May 2019. Leaders understood they needed to review their service since it had been operating for almost one year. They agreed to send questionnaires out to parents and children to gather their views prior to writing the report. Throughout our inspection leaders acted upon advice and feedback, quickly addressing issues raised.

We looked at children's registration records and found these documents were well maintained and included all required information. Files we inspected, showed staff received induction and supervision, which ensured they carried out their work appropriately. Appraisals were due to be completed in May 2019 and leaders confirmed they would put arrangements in place for this. Staff files did not comply with regulations as there were several documents missing including a Disclosure and Barring Service (DBS) certificate for one member of staff. Before the report was written, leaders sent us additional information, including an up to date DBS certificate. However, one health declaration was still missing and two staff only had one reference instead of two. We recommended this was rectified as soon as possible.

Leaders had developed links with partners in the community. They worked closely with another service to share good practice and with the club running from within the school building, they had access to the school's facilities and had developed a positive relationship with the head teacher. Leaders kept parents informed about the service. Staff were

approachable and we heard relaxed conversations at pick up time. Leaders shared photographs of children's play as well as information on future themes/topics via the service's social media page. All parents we spoke to were happy with the club and told us 'the girls are great', my children seem to enjoy it' and 'they resolve any issues quickly'. Leaders also made use of the local area by taking the holiday club children on regular outings.

Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We informed the person in charge that they were non compliant with the following regulation:

Regulation 25 (c) of The Child Minding and Day Care (Wales) Regulations 2010. The responsible individual must ensure that unnecessary risk to the safety of relevant children are identified and so far as possible eliminated.

We not issue a non compliant notice as we did not find evidence, on this occasion, that this had an impact on the well being of children. However, the matter must be addressed.

We recommended:

- leaders arrange safeguarding training for staff who had not attended;
- leaders find the second references for two members of staff and the missing health declaration;
- further developing after school club activities and planning;
- food given to children is recorded (if different to the menu that day) and
- developing the layout and design of the school hall.

5. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service from 14:50- 18:10 on Monday 8 April 2019.

We:

- observed practice and the care being provided by staff;
- spoke to the children, staff and three parents;
- read three children's questionnaires;
- spoke to the responsible individual and person in charge, and
- looked at a wide range of records including the statement of purpose, policies, procedures, staff files and children's records.

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

www.careinspectorate.wales

6. About the service

Type of care provided	Children's Day Care Out of School Care
Responsible Individual	Sarah Love
Person in charge	Jamie Warburton
Registered maximum number of places	24
Age range of children	3- 12
Opening hours	Monday to Friday from 15:00- 18:00 term time and from 8:00- 18:00 in the school holidays, closing for bank holidays, one week in the summer holiday and one week at Christmas.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First inspection
Dates of this inspection visit(s)	08 April 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?	This service does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of the children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care'.
Additional Information:	