



Childcare Inspection Report on

Clwb Caleb Out of School Club

**Ammanford Nursery
High Street
Ammanford
SA18 2NS**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



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Description of the service

Clwb Caleb Out of School Club was registered in 2005 and provides care for a maximum of 32 children. The service offers care to children aged three to sixteen years old between the hours of 3pm and 5pm Monday to Friday term time only. The registered person is Nia Wyn Phillips in conjunction with Elvina Wendy Eireen Jones. Clwb Caleb Out of School Club operates from Ammanford Nursery School. The language of care is both Welsh and English.

Summary of our findings

1. Overall assessment

Children enjoy themselves very much at Clwb Caleb Out of school Club. They have fun with their friends whilst being cared for in a safe and extremely stimulating environment. Children are cared for by knowledgeable, nurturing and consistent staff who are attuned to their needs. Parents are very happy with the service provided.

2. Improvements

A new security key fob system has been installed along with a suggestion box for parents.

3. Requirements and recommendations

We recommend that the provider:

- formalise supervisions for individual staff members and
- give children further opportunities for independence during snack time.

1. Well-being

Summary

Children at Clwb Caleb Out of School Club are very well settled and happy at the service. They told us that they enjoyed playing with their friends and activities such as playing outside and petting the rabbit.

Our findings

1.1 To what extent do children have a voice?

Children are listened to by adults caring for them and know that their requests will be met. They enjoy self-directed play and make decisions about what they do.

Children were offered a range of activities at the service. Children confidently chose what to play before snack with some children choosing to play with cars and ramps while others chose to play with knights and castles. Children made requests to staff and knew that wherever possible their needs would be accommodated. Children chose what dvd to watch whilst eating their snack and were able to choose a sandwich or crackers and a topping for their snack. Children confidently told staff when they had eaten enough "I don't want any more." Whilst outside children asked for assistance to climb down a fireman's pole. Children chose not to join in the planned assault course but decided to get out the chinks and draw on the floor.

Children have a strong voice.

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

Children form positive relationships and feel confident that their feelings will be taken into account.

Children arrived at the club happily, smiling and giggling with friends. They engaged in conversations freely with other children and with staff about what they wanted to play and what dvd they wanted on during snack time as well as what they would like for snack. Children eagerly showed staff models they had made. One child proudly showed a rocket they had made from mobilo and beamed with pride as a member of staff said "Amazing, well done!" Children were very relaxed and happy during our visit with the transition from school to the club helped greatly by the consistency in staff who worked in both the school and the club. Children questionnaires confirmed that children enjoyed spending extra time with their teachers. One questionnaire noted, "My favourite thing about club is to see my favourite teachers."

Children are extremely well settled and feel very secure and happy.

1.3 How well do children interact?

Children played alongside and with others in a kind and cooperative way. They are aware of what is acceptable behaviour and are well behaved and polite.

Children played and cooperated very well throughout the inspection. Children held hands with each other on the way out to play. There was a sense of community and a very caring environment with children helping each other and being kind. For example, one child was asked to choose a dvd to watch while eating snack. Another child clearly stated what he wanted to watch. On return to the snack table the young boy turned to his friend and said "I chose the dvd you wanted because you are my friend and you are a good boy." His friend reacted with a huge smile and a hug. At snack time children took turns and waited patiently as they were served a selection of snacks that were on offer. Outside children chatted animatedly to staff about insects they had found.

Children interact very well with one another and with staff.

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

Children engage in self-directed play as well as planned activities at this service.

Children were at ease in their surroundings and showed confidence in choosing their own activities and directing their own play. For example, whilst outside a group of children found some insects climbing over a tyre. They discussed the insects amongst themselves and decided to get a leaf so that the insects could hide. They proceeded to gather different types of leaves and see which leaves the insects preferred to eat. Children enjoyed completing an assault course outside going over a bridge, stepping on stepping stones and under tyres. The children then initiated a game of sharks and asked a staff member to join in their game. They shrieked in delight as they ran away from the shark.

Children thrive on the excellent play opportunities available.

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

Children are developing their individual skills and independence.

Children tidied up toys before moving on to their next activity. For example, children not only cleared away their toys but also carried gym mats in pairs. Children used toilets independently and washed and dried their hands before snack. They confidently went from the outdoor area to the indoors to go to the toilet independently. Children fetched water from the outside water butt and watered plants independently. They cared for the school pets and were seen petting the school rabbit and cleaning the hutch out under supervision. Children had excellent gross motor skills climbing and balancing very well on the extensive outdoor equipment. Children are asked their

opinion regarding planned activities and these evaluations were fed into the planning of future activities.

Children are developing well and have extensive opportunities to be independent.

2. Care and Development

Summary

Staff know the children in their care very well and provide responsive care that meets their individual needs. They create a relaxed and nurturing atmosphere where children are supported to participate in the play of their choice and their individual development is promoted.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have undergone the training necessary to keep children safe and healthy. They follow appropriate procedures in response to accidents and incidents.

Staff knew that safeguarding children was a high priority and had a good understanding of dealing with concerns or disclosures when given scenarios. Staff had updated paediatric first aid training. There were clear procedures in place to deal with any incidents. Both staff and parents signed accident and incident logs. Staff practiced good hygiene procedures, for example they washed their hands wore aprons while preparing food and ensured that tables were wiped clean before children ate their food. Staff were aware of allergens and had undergone epi pen training. Strawberry plants had been dug up from the outside area to avoid unnecessary contamination. Water was available to children to drink from a water dispenser at all times. Staff provided the children with school sun hats in order to protect them from the sun.

Staff are accomplished at keeping children healthy and safe.

2.2 How well do practitioners manage interactions?

Staff support children to interact appropriately.

Staff encouraged children to share, be kind to each other and to think about other children's feelings. Staff worked in line with the service's behaviour policy and were very positive, regularly praising children. The staff sat on the floor at the children's level chatting to them about what they were doing. When children used chalk to draw a picture staff encouraged and praised the children's efforts. For example, one child had drawn a flower and a staff member said "Well done. That's lovely!" Children were very well behaved during our visit. For example, they shared resources such as chalk and mobile. They took turns pushing cars down a ramp indoors and took turns on the outside apparatus, waiting their turn. They collaborated well getting leaves for insects to eat, held hands kindly and were protective of one another. Staff modelled expected behaviour by talking to each other and to the children kindly.

Staff manage interactions exceptionally well.

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

Staff allow the children to lead their own play and are responsive in providing extra support where it is needed.

Staff provided nurturing and responsive care. Staff knew the children in their care exceptionally well. All staff also worked in the nursery school in various roles. Parents filled in information regarding their child prior to them starting which included any needs they may have such as hearing, speech, allergens or skin conditions. Staff prompted young children for example to pull up their trousers when they crept down. Staff planned weekly activities but the children often directed their own play. Staff responded kindly to requests for help. For example, one child wanted to slide down the fireman's pole outside. A member of staff took a considerable amount of time directing the child on where to place their hands and feet while standing aside ready in case they required further help. The child beamed with pride as they slid down the pole and was rewarded with a high five from the member of staff. Staff catered for the individual needs of children as children decided what they wanted to eat at snack time. Staff spoke to children in their preferred language. The service provided the "Active Offer" in relation to the Welsh language.

Staff promote children's play and development effectively and are competent at meeting their individual needs.

3. Environment

Summary

Leaders use a school environment for child care. They ensure that the environment is clean and well-maintained and is suitable for the age range cared for. Children have access to an exceptionally well resourced indoor and outdoor area.

Our findings

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

Leaders have arrangements in place to ensure that the environment is clean, safe and secure.

The gate to the school was kept locked and visitors had to use an intercom system to allow them access to the external gate. Visitors were unable to enter the school premises at all without being let in by a member of staff. A new security system with key fobs had been introduced. The school visitors' system was used and visitors were required to sign in and wear visitor identification. Maintenance records showed that fire and smoke alarms had been tested. Fire extinguishers were kept on the wall and leaders carried out regular fire drills. The boiler was serviced annually and all electrical equipment was PAT tested. Public liability insurance was current. Cleaning equipment was stored in a store cupboard, which the children had no access to. Risk assessments were carried out on the indoor and outdoor areas. The environment was clean and tidy. Fridge and freezer temperatures were checked and recorded daily.

Leaders ensure that the environment is exceptionally safe and secure.

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

The Out of School Club has access to the entire school including the exceptionally well resourced outside area. The layout promotes children's independence and is maintained to a very high standard. The whole area is welcoming and spacious.

Leaders make good use of available space for the children to play, rest and eat. One room is used for snack time and to relax and watch DVDs. The service has use of a large number of small toilets and wash hand basin. Children are able to access all the resources of the school such as the computer suite, laptops, ball pool, large soft apparatus and art and craft room. The outside area had an array of play opportunities available to the children. For example, various paths, grassed area, balance bikes, climbing frames, sensory garden, car wash, benches, chalk table, vegetable patch, music area, stepping stones and tyre tunnels.

The environment is extremely well suited for children.

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

There are good quality equipment and resources available both indoors and outdoors suitable for a range of ages.

Children had access to an excellent range of toys, games and resources. Resources were in good condition and there was plenty of choice for the age range attending the service. The outside area also contained a range of stimulating and good quality resources which allows children to play in different ways. Toys and resources are cleaned regularly. During the inspection children enjoyed playing with mobilo, castles and knights, chalk, and on the various outside apparatus. Children questionnaires confirmed that they enjoyed “going outside to play.”

Leaders ensure that the resources and equipment are of excellent quality.

4. Leadership and Management

Summary

Leaders have created a positive ethos and have built effective relationships with parents. They recruit suitable staff and provide continuity of care as they also work in the school. They evaluate the service thoroughly in order to improve.

Our findings

4.1 How effective is leadership?

Leaders create a positive ethos where children and staff feel valued.

The statement of purpose contained all relevant information regarding the service and gave an accurate picture of the service. Leaders and staff had an excellent relationship with parents, who gave very positive feedback about the service. For example; “Friendly and helpful staff. My daughter loves coming to club” and “Excellent service. The only problem I have is getting my child to come home!” Children’s files had all relevant information that needed to be obtained. Children were happy, relaxed and well settled during our visit. Accident and incidents were logged and signed by parents and staff.

Leadership is strong.

4.2 How effective is self evaluation and planning for improvement?

Leaders review the service regularly and take into consideration the views of children, parents and staff.

Leaders reviewed the service annually and produced a report. The report was based on the views from questionnaires from parents, staff and children. As a result; new security measures had been introduced such as staff key fobs, children helped plan and evaluate activities and a suggestion box had been created for parents. Parents were especially happy with the continuity of care, as the staff from the school also worked in the club. Parents also stated that it was an essential service for working parents.

There are good systems in place for self-evaluation and planning for improvement.

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

Leaders ensure that staffing ratios are well maintained, that all staff have regular training and that there are plenty of resources available for all age ranges.

Leaders had ensured that the correct number of staff were on duty each day. They has a system in place which ensured that extra staff were always available. Staff files contained all the relevant information and documentation. Staff appraisals noted areas

of training required for each member of staff, such as training on how to print photographic evidence. Staff files evidenced that all necessary checks had been carried out and that staff were suitably qualified. All staff had received training in paediatric first aid, child protection and food hygiene. Children told us that they had fun in the club, enjoyed playing with their friends and in the outside area. The children knew the staff well as they worked in the school. Staff and parents felt it was very important that the children had continuity of care and that staff could pass on messages to the parents from their day in school as well as the club. Staff held regular meetings and planned weekly varied activities for the children around a theme or book. Activities included for example, making a snowman out of salt dough, throw tennis balls and pretend they are snowballs, create 3D penguins, make and then eat frozen lollies. Staff and children evaluate activities and photographic evidence of each activity was kept. Children had access to varied assortment of resources and activities.

Leaders ensure that competent staff are employed and ratios are consistently maintained, often beyond requirements.

4.4 How effective are partnerships?

Leaders have excellent relationship with the school in which the club is based. There are good relationships with parents.

The registered person of the club is also the new head teacher of the school where the club is held. The person in charge and all staff members worked in the school. Consequently, relationships between the staff and children were found to be strong and secure and there was a positive relationship between the club and wider school. The registered person ensured resources were shared between the school and club and that staff had developed good relationships with the children's parents. Open discussions about what the children had done and how they had behaved took place when parents collected children. Parents told us that they were more than happy with the service and that "it was a lifeline" for them and "they wouldn't know what they would do without it." Specialist staff such as football coaches occasionally attend the club as well as the local police officer.

Clwb Caleb Out of School Club has developed effective partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

- Regulation 29, (3), (a), because there was not an established system for consistent appraisal and supervision of all staff.
- Regulation 15 because the statement of purpose did not contain all of the information necessary according to this regulation.
- Regulation 16 because a quality of care review had not been completed in line with this regulation and national minimum standards.

5.2 Recommendations for improvement

We recommend that the provider:

- formalise supervisions for individual staff members and
- give children further opportunities for independence during snack time.

6. How we undertook this inspection

This was a full inspection as part of our normal schedule of inspections. An inspector undertook two visits to the service on the 12 June and 14 June 2018 lasting a total of 4 hours;

- we inspected a sample of documentation and policies including staff files, children's files, policies, training records and accident logs;
- we observed children using the SOFI (Short observational framework for inspection) tool and general group observations and
- we spoke to the registered person, person in charge, parents, staff and children.

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
Registered Person	Nia Phillips Elvina Jones
Person in charge	Lena Hendra Nia Willis
Registered maximum number of places	32
Age range of children	3-16 years
Opening hours	3pm – 5pm Monday to Friday term time only
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	15 September 2015
Dates of this inspection visits	12 and 14 June 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?	Yes. This is a service that provides an "Active Offer" of the Welsh language. It provides a service that anticipates, identifies and meets the Welsh language and cultural needs of people who use, or may use, the service.
Additional Information:	