



Childcare Inspection Report on

Shirenewton After School Club

**Shirenewton Primary School
Shirenewton
Near Chepstow
NP16 6RN**



Date of Publication

Wednesday, 15 August 2018

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Description of the service

Shirenewton After School Club is registered to provide out of school care for 46 children aged under 12 years. The club operates the club solely for the children who attend Shirenewton Primary School. The group is based within the school and usually operates from the main school hall with additional use of another room. The club also has use of the school outdoor play facilities. The overall management of the group is overseen by the Registered Person (RP) Melinda Philips, who is also in the Person in Charge (PIC) on a day to day basis.

Operational hours are Monday to Friday 3.30pm to 5.55pm. The club generally runs term time only but offers care for two weeks of every summer holiday. This is an English language group with the use of incidental Welsh language.

Summary of our findings

1. Overall assessment

Outcomes for children are positive. They have a good selection of play opportunities, are forming strong friendships with their peers and staff and their views are listened to. They receive good care and support from suitably qualified staff. The environment is appropriate for the care of children and rooms are well maintained. There is a good ratio of staff to children which ensures that children are safe and their needs are consistently met. Leadership is generally effective with strong links and partnerships with parents.

2. Improvements

At the last inspection the service had been issued with a non compliance notice with regards to not having sufficient numbers of qualified staff. This was resolved soon after the inspection was completed in April 2014 and therefore we took no further action on the matter. Recommendations raised at the last inspection were to complete an annual Quality of Care Report and improve the Statement of Purpose (SoP) these were met. Recommendations were also made around registers. Although changes had been made it was not clear how many children and adults were at the service at any one time.

Requirements and recommendations

There were no areas of non compliance identified at this inspection.

Recommendations are mostly confined to improving documentation and developing staff awareness of safeguarding. These issues are discussed in further detail within the report and at the end

1. Well-being

Summary

Outcomes for children are good. They are settled and enjoy the play opportunities available which are suitably challenging and age appropriate. Strong relationships are being formed and children's voice is strong within the club.

Our findings

1.1 To what extent do children have a voice?

Children are listened to and their communication is valued. We heard children speak to staff, make requests for resources and their requests were acted upon promptly. The children confidently told us about their opportunities to play outdoors using the school play facilities or to do activities such as embroidery cross stitching to make a book mark or playing board games. An older child showed us their swing and said they had been taught to do knitting at the club. Other children invited us to observe them playing a board game. At snack time the children were given choices and they were able to decide if they wanted to have something to eat, or continue playing. Children made independent choices regarding their play and moved freely between activities in the hall or outside. We spoke to a number of children and they all told us that they felt that staff listened to them and they would go to them if they were upset or wanted to talk about anything. A small group of older children told us *"We were asked about what we thought of the after school club and we wrote it down as our feedback"* another child told us *"I have been coming to the club since I started school and I like the freedom we have to do lots at the club"*.

Children's voice is strong within the service. This promotes children's confidence and self-esteem.

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

Children are settled and at ease in their surroundings. There is a relaxed and friendly atmosphere and they are happy and enjoy their time playing with other children. We saw children smiling, laughing and running around building dens and swinging in hammocks outside. They were chatty, engaged in their play activities and responded well when staff joined in with them. We heard staff continually acknowledge children's work and praise their achievements. For example, one member of staff said *'look at that lovely stitching. Good girl.'* When playing board games we saw one child get to the end of the game and say *"Yes! I've won"* and run around smiling. Staff spoke respectfully and politely to children at all times and children were equally as respectful to staff and visitors alike. Children told us that they liked the club and enjoyed attending. One child told us it was *'the best place to play,'* and another said that they *'love coming because their parents felt they were in a safe place.'*

Children are content and enjoy their time at the club. They are respected by staff and this promotes their well-being.

1.3 How well do children interact?

Children are learning to share and co-operate with each other. They are beginning to understand the importance of considering the feelings of others and the importance of turn taking. During sports activities we saw children taking turns and sharing resources. We noted children across the age range playing happily together. We heard children approach other children and ask them if they would like to play and we heard one child ask another child for help with building a den between two trees. When children were playing in groups they waited their turn and followed the rules of their own games.

Children are learning important social skills. This benefits their social development.

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

Children enjoy the play experiences available to them which maintain their interest and promote their learning. We observed a varied selection of play opportunities. For example, we watched children playing in the tents outside with dolls and small world toys, making up stories of camping. They pretended to light their toy barbecue and prepare food. Children who joined in the outdoor play spent a significant period of time involved in their games or relaxing in low swing hammocks they themselves had constructed. We spoke to children between the ages of four and 11 years of age and they all told us that they liked the club and really enjoyed playing with their friends from other age groups. One child told us that they like *'playing with other children and making things.'* We spoke to parents and they told us that their children really enjoy the club.

Children gain a good deal from attending the club. They have a good range of play opportunities and enjoy the activities available. This promotes their well-being and all-round development.

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

Children are active and developing their all-round skills with support and encouragement from staff. Activities are freely chosen and self directed. We observed a wide selection of activities which included board games, arts and craft and building dens or generally running around and enjoying outdoor play. We saw children reading, books or playing with small world toys in the tent. Children played alone, in pairs and in groups. Staff joined in a number of these activities which the children appeared to like as we heard them chatting away and asking staff for help. We were told that children help out with setting out plates and cups at snack time and they pour their own drinks; they needed little supervision when in the toileting area.

Children are developing their skills due to the range of opportunities available to them.

2. Care and Development

Summary

Outcomes for children are adequate. Staff have the children's welfare and happiness at the centre of what that they do. Relationships are warm and mutually respectful, creating a calm and inviting environment in which children can play and learn. However, consideration should be given to prioritising staff training. Staff manage interactions well and children's individual needs are supported.

Our findings

2.1 How well do practitioners keep children safe and healthy?

There are adequate systems in place to ensure that staff have the tools to record any issues which affect the health and safety of children. Although staff have completed safeguarding training, in discussions with us they were not always confident about child protection procedures. Staff told us that the Registered Person /Person in Charge RP/PiC is the designated safeguarding lead but we noted that staff knowledge was unclear about processes regarding how referrals were raised or what the process is for reporting incidents if a child was lost or uncollected. Staff were unclear of their responsibilities in relation to child protection matters. We discussed this matter with the RP/PiC and made it clear that it is the responsibility of all staff to know how to make and record referrals and staff should not be reliant on management. The RP/PiC agreed to give this matter a high priority and revisit their policy and training for child protection. All staff have undertaken the 'Prevent Duty' training which involves keeping children safe from the dangers of extremism and radicalisation. The RP/PiC has developed sound infection control procedures. Staff follow the club's policies and procedures around health and safety, food hygiene, infection control and risk assessments to ensure that children are kept safe and healthy. Staff also undertake daily visual checks in the play areas used by the club, toilets and outdoor areas. Ratios were maintained throughout the session ensuring that children were kept safe and were well supervised. We had sight of the current public liability insurance certificate for the club. The RP/PiC told us about an ongoing programme to update priority training such first aid, safeguarding and food and hygiene. The setting's food standards rating received a grade 5.

Appropriate measures should be taken to ensure the welfare of children and prioritise improvements identified.

2.2 How well do practitioners manage interactions?

Staff manage interactions with children in a pro-active and positive manner. There is a behaviour management policy which clearly explains the strategies staff should use when supporting children. Children told us that they were involved in drawing up 'club rules for good behaviour' and they told us that most of them were good at following up these rules. We observed positive engagement between staff and children with staff actively joining in activities. We heard lovely conversations between staff and children

and saw that children happily approached them for support and simply to chat. Staff were kind, spoke nicely to the children and encouraged good manners.

There is a nurturing and positive atmosphere at the club. Staff are responsive and support children's social behaviour using positive reinforcement strategies to promote children's social development.

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

Staff support children well, giving children space and time to decide on the activities they want to follow as the focus is on self directed play and learning. Planning is flexible and led by the children, many of whom have been attending the club for a number of years. We were told that the play areas were set up for children prior to their arrival and we noted that children self selected the activities and toys they wanted to play with. Children were able to make their own choices and we saw them move freely between the indoor and outdoor play. On a number of occasions staff participated in activities with the children and encouraged their understanding of rules through questioning and games. Individual development records are not maintained as children attend for short periods only, but staff we spoke to knew about children's needs. We heard children speak to staff about their interests and about their school life and staff were clearly aware of children's preferences and hobbies.

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

3. Environment

Summary

Outcomes for children are good. Overall, the club provides a sound environment for children's play and learning. There is sufficient space with an indoor base area, additional rooms for quieter activities and a large outside area. There are good safety measures in place and the quality of resources and equipment is good.

Our findings

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

Appropriate safety measures are in place for the entrance and rear of the premises. The club is accessible via the school entrance and a secure lock is in place at the gate. There is a reception area open to the general public. The after school club is located in the school hall off the reception area and parents are buzzed into the club via a side gate. We saw that there was fire equipment in the club and a fire blanket in the kitchen area. Appliance checks and fire detection and alarm systems are carried out by the school management procedures. On the whole we saw records confirming that checks were up to date. There are appropriate health and safety procedures in place. Fire drill records, infection control procedures in place. We saw that fire drills were completed and recorded and we spoke to children who were able to tell us the procedure for fire evacuation.

Management take appropriate safety measures to ensure the welfare of children attending the club.

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

The club is suitable for the care of children. The play areas and toilets are well maintained and appropriately decorated. There were two toilets located close to the hall which gives children independence and there is free flow from the indoor area to the outside space. The age group of children attending ranges from four years up to 12 years and we noted that furniture was appropriate for the ages of the children who attend. Externally there is a large hard surface play area and a much wider grassed area as well. All of the outdoor play area is secured with tall fencing and we noted that five members of staff were on duty. They placed themselves in designated areas and they told us they rotated around according to where children were playing. Staff supervision of the children was good.

The environment is suitable for the care of children. It is safe and well maintained.

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

Management of the club ensure that resources and equipment are of a good standard and suitable for the age range of children who attend. Access to resources for all the children was good. We saw children happily and independently access the toys, activities and resources they needed. There are good selections of games suitable for all ages, small toys, books and small world figures. There is sport equipment such as

footballs, and wheeled toys. Whilst there is already a varied supply of resources in the play areas, additional games are stored in an area close by so that staff can quickly get to them.

Management provide children with a good standard of toys and equipment to meet their needs.

4. Leadership and Management

Summary

Overall, we found that the management have adequate procedures in place to ensure the smooth running of the service. However, some important procedures to help better protect the children need regular discussion to ensure staff knowledge is robust and they are encouraged to be confident in raising concerns. Staff supervision needs to be formalised and undertaken regularly. The RP/PiC and deputy work well together to create a purposeful environment in which staff are motivated.

Our findings

4.1 How effective is leadership?

In the main, management ensure that staff have a clear understanding of their roles and that the service operates according to the requirements of the regulations and National Minimum Standards. There is a clear Statement of Purpose which outlines an accurate picture to parents about what they could expect from the service. This is updated as needed to reflect any changes. All staff have regular opportunities for training and development. Sound, workable policies have been drawn up which are implemented by RP/PiC. We were told that these are regularly monitored. However, as we noted in the care and development section of the report, staff have an overreliance on the management to formally deal with any safeguarding concerns that might be identified. Staff were not confident about how they would raise concerns and did not know if they should record all incidents regarding child protection issues. Staff told us that the safeguarding lead would know what to do and deal with issues. We discussed this with the management who agreed that the inspection had highlighted where further improvements need to be made. They assured us that they would give priority to revisiting the safeguarding policy and ensuring staff are confident on reporting issues appropriately and accurately. Policies, procedures and the statement of purpose are available for parents. However, we noted that some of the safeguarding policies such as the Lost Child policy and Uncollected Child policy were very basic and lacked details of the time scale in which to report a referral to the safeguarding board and contact details for the local safeguarding board and CIW were not included. We discussed this with management who agreed to review their policies and procedures. They also agreed to include the annual review dates. A suitable operational plan was in place which stated the aims and objectives of the service. Staff demonstrated a satisfactory understanding of them.

We viewed daily records, including registers, and on the whole these had been improved since the last inspection. However, we noted that it was not easy to ascertain how many children and staff were present at the club at any given time. This was because the total numbers were not clearly noted. We discussed that in an evacuation the emergency services may not be able to tell who was on site and who had left the club. We also noted that parents were expected to record the times when the children left the club. On discussion with management they agreed to make improvements and provide more clear registers

In the main, parents can be assured that the service is run in an efficient manner. However, further improvements are needed for a more efficient service.

4.2 How effective is self evaluation and planning for improvement?

There is evidence of planning for improvement and quality assurance processes. The club is in the process of completing its Quality of Care Review. The RP/PiC has agreed to forward the copy to CIW alongside the SASS in the Autumn. Staff, parents and children are consulted as part of this process via written questionnaires. The children told us that they had completed their feedbacks recently. There is an additional Business Plan /Health check which identifies area for improvement. We saw that feedback from the parents' and children questionnaires were very positive, with statements such as: *'communication between staff and children is very good,'* and *'The club is an excellent after school service for families.'* We spoke to parents as part of the inspection and they all had very positive things to say about the club in general and about the staff.

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?

The management of staff is consistent. There is a stable staff team and absences are generally covered by existing team members. We spoke to some of the staff and they told us that they are happy with the level of support provided. The staff told us that the RP/PiC works well with them and they are happy with management. We looked at staff files and found that pre-employment checks had been completed appropriately. Whilst there was evidence of annual appraisals, there was no record of formal supervision. The RP/PiC told us that she had thought it was incorporated in the appraisal record. We discussed that this should be a separate record to help to clarify any practice issues that individuals may need to improve on. We noted that copies of DBS checks were filed in individual staff files. We informed the RP/PiC that original DBS certificates, or copies, should not be held on file. instead a matrix should be kept. Due to data protection procedures only individuals should hold their own records. We noted that one staff appraisal record was stored in the files alongside the daily registers. We discussed the importance of confidentiality. The RP/PiC told us this was an oversight but that the procedure would be made more secure.

Overall, management of staff and resources is consistent but to ensure compliance with regulations there must be a formal system of supervision implemented immediately.

4.4 How effective are partnerships?

Partnership with parents and children is very strong and their voice is considered. Parents are given key policies and procedures to view. Verbal feedback is given at the end of the session. Consultation with children is strong with verbal and written feedback processes. The children we spoke to were very happy with the club, and the staff and felt that their views are considered. Parents were very appreciative of the support and help they receive. One parent told us that they felt the staff went above and beyond in terms of flexibility and support and another parent told us that they

were relieved that their children were safe and enjoyed the club. The RP/PiC told us that some staff work at the school as well as the club. Therefore messages are easily relayed between school and the club. We were also told that the school management and club management have good relationship and there is good communications between both.

Effective partnerships are in place. Children, parents, club staff and the school appreciate 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

In order to further improve the service for the children attending we advised :

- Ensure that staff are not over reliant on management to deal with safeguarding issues and that all staff have a greater understanding and clarity of how to raise and record concerns regarding child protection;
- improve registers to clearly identify the total numbers of children and staff at the club at any given time;
- extend staff files to include formal supervision records for each member of staff employed at the setting;
- remove all copies of individual DBS certification records and develop an alternative system to record the DBS issue number and renewal ; and
- store all records confidentially in order to ensure individual's information is protected, with particular regard to staff appraisal records being stored in places other than their own files.

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 last inspected in April 2014;
- the Self Assessment of Service Statement (SASS) completed by the provision in July 2017;
- the inspection was carried out by one inspector and took place over one visit;
- we observed activities and interactions between the staff and children;
- we sampled documentation and records, which included the statement of purpose, policies and procedures, records of accidents, incidents and complaints;
- we viewed operational plans, records of attendance and records of medication administered and
- we viewed all parts of the premises, 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 both the RP/PiC and the deputy present on the day at the end of the inspection and all recommendations were discussed in full.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Out of School Care
Registered Person	Melinda Phillips
Person in charge	Melinda Phillips
Registered maximum number of places	46
Age range of children	4 to 11 years old
Opening hours	Monday to Friday between 3.30pm and 5.55pm, term time only with the exception of offering holiday club for two weeks during the summer holidays.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	28 April 2014
Dates of this inspection visit	26 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?	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. We recommend that the service provider considers Welsh Government's "More Than just Words follow on strategic guidance for Welsh language in social care."
Additional Information: None	