



# Childcare Inspection Report on

**Radnor Rascals**

**Conway Road Methodist Church  
Conway Road  
Canton  
Cardiff  
CF11 9NT**



**Date of Publication**

**6 September 2018**

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## **Description of the service**

Radnor Rascals is registered to provide care at Conway Road Methodist Church. A Responsible Individual (RI) for this service also acts as the Person in Charge (PiC). They are registered to care for up to 40 children at any one time. The service is open between the hours of 3:15 p.m. until 6p.m weekdays, during term time. However, children and staff usually arrive at the church at approximately 3:40p.m daily. The RI is in the process of nominating an additional Person in Charge to the service. The service is delivered through the English language with use of incidental Welsh. They do not provide the Welsh language 'Active Offer'.

## **Summary of our findings**

### **1. Overall assessment**

Children are happy, settled and engaged at the service. They enjoy playing with their friends, relaxing and being creative. The service is well resourced with items that capture the children's interests. Staff have developed good relationships with children and they understand their needs. They show warmth and affection to children which creates a good sense of security. Parents are provided with plenty of relevant information when they complete their contracts and relevant information is displayed at the service.

### **2. Improvements**

Since the last inspection the service has continued to purchase new resources and staff have attended relevant training.

We found some gaps in the staff files which were promptly addressed by the RI. We also identified that the RI had not renewed her current Disclosure and Barring Service check with CIW, but with another organisation. However, she took action to address this during the course of the inspection.

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

We found that the service did not meet the legal requirements in relation to notifying us of changes to the service. Changes to staff and committee member had occurred without CIW knowledge. These matters did not affect the care of the children and posed minimum risks, therefore we brought these to the attention of the RI who took immediate action and on this occasion we did not issue non compliance notices in respect of the matters.

We made some recommendations in relation to operational matters including; increasing fire drills, opportunities for children to be independent, increasing staff safeguarding knowledge and improving the quality of some policies and documentation. Further information is detailed throughout the report.

# **1. Well-being**

## **Summary**

Children enjoy their time at the service. They have formed friendships and they engage well with one and other. Children are happy and confident which demonstrates a sense of security. There are some opportunities for children to be independent but these could be increased. Children are listened to and they have plenty of choice.

## **Our findings**

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

Children contribute to ideas for themes and topics and their voices are heard. As children arrive at the service they choose what resources they want to use and the help to set up the areas in the hall. The activities are child led with minimal guidance from staff. This allows children to follow their own interests. During snack time children chose items, expressing their likes and dislikes which were respected. Children speak up and share their news, views and opinions. During a group discussion time near to the start of the session we heard what children had been doing at school, some of their achievements and plans for the session ahead. When children asked for support, staff assisted them to find solutions to their problems. For example, one child had a problem constructing something and staff asked what else they could use, encouraging the child to find additional resources. The child was excited as they realised they would have more success with other materials.

Children have a strong voice at the service.

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

Children are comfortable and relaxed in the service. We spoke to children who told us they enjoy coming to the after school club and some expressed their desire to attend more often. As parents collected children to go home, they often had to wait while children finished their activities. One child pleaded with his mother to return later as she was "too early!" Parents told us that children have developed good friendships and they get along very well with the staff. Children told us they enjoyed the activities available to them and they told us that they also like the food provided. They know who to talk to if they were upset, concerned or needed support and we saw this during the inspection.

Children are happy, safe and respected by those who care for them.

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

Children interact well with others. They play nicely together in small groups or independently as they choose. Most children took turns and shared without any encouragement. Older children were respectful of younger children and offered them support and guidance when collecting items and undertaking activities. They respected each other's opinions and took interest when they shared ideas and news.

Children interact well, showing they genuinely care for each other.

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

Children are active and occupied in a good range of play experiences. Children were seen to move fluidly between different play activities and they used their imagination to create their own games. Resources available stimulated their thinking, creativity and learning. Children were eager to talk about what they do at the service. A group of children were thoroughly enjoying playing with 'Hamma beads' and they told us about the ones they had created. One child told us they had started collecting them after playing with them for the first time at the after school club and she now has a large selection at home.

Children thoroughly enjoy their time and the play opportunities available to them.

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

Children are motivated to follow their personal interests. A group of children created an imaginary shop/café using a range of resources. Through their play they used social, language and mathematical skills which enhanced their learning. There are good opportunities for independence during the free play sessions and children are independent with their own personal care. However, there are missed opportunities during snack time as all children are served by staff. Children could be included in the whole snack process, including, preparation, self serving and cleaning away.

Children are learning and developing through play and they have some opportunities to be independent.

## **2. Care and Development**

### **Summary**

Staff have worked at the service for a number of years and have a range of skills which are beneficial when working in this service. Safeguarding children is considered and put into practice although there are areas for improvements. A range of activity planning is discussed and planned for along with healthy eating arrangements which are put into place. Staff know the children well and plan to meet their needs.

### **Our findings**

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

Policies and procedures in place safeguard children. Staff have an adequate understanding of the policies and referral process should they have safeguarding concerns, but their awareness around the Prevent Duty is limited. There is no specific policy for staff to refer to in relation to Prevent. Staff have a range of qualifications and experience that supports them in providing appropriate care for children. We discussed the requirements of the play work qualifications required as set out in the National Minimum Standards, which will come into effect within the next three years. A sufficient quantity of staff hold appropriate first aid and food hygiene certificates. We examined a range of records and observed staff practice and found they worked in line with the service's policies. Accident, incident and pre-existing records were maintained and staff understand the importance and relevance of retaining records. Risk assessments and safety routines are followed carefully to minimise risks to children and promote their well-being. Snacks menus are healthy with plenty of options for children to choose from.

Staff keep children safe and healthy at the service.

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

Staff make their expectations clear to children and role model acceptable behaviours. Children were receptive and very well behaved. They shared resources, were kind and well mannered. Staff were polite when speaking to children and they received the same responses with nearly all children using 'please and thank you' during snack time. We did not observe any unwanted behaviour and staff gently discouraged children from doing things they felt was inappropriate by redirecting their attention into something positive. As an example, one child was a little boisterous and a member of staff asked him to help her with some tasks. She expressed her gratitude and pride at having his help which boosted the child's self esteem.

Staff promote positive behaviour and manage children's interactions well.

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

Staff have good relationships with children and understand their needs. Nearly all of the staff work in the local primary staff where the children are cared for during the day. The school staff communicate well with the teaching staff to identify the children's needs. Staff told us they find this very useful as they can often be provided with important information which helps them to meet a child need for that particular day. For example, a child may have felt unwell at school or had some personal problems. Staff talked in detail about specific children and shared examples of activities they had undertaken as a result of their interests. Staff are aware that some children need extra assistance. One child was supported by their key worker from school, who was employed to provide additional help to successfully integrate the child into the service. Staff consider children wishes when purchasing resources and take account of current trends to keep them motivated at the service. Some staff used basic Welsh words when speaking with children but on the whole all staff spoke in English.

Children have opportunities to develop and their individual needs are met by a knowledgeable and motivated staff team

### **3. Environment**

#### **Summary**

The environment provides children with plenty of space to relax, have fun and move around freely. They do not have an outdoor area. Staff follow the systems in place to monitor and manage the risks in the facilities. Most safety matters are given high priority with the exception of fire drills which could be improved.

#### **Our findings**

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

Staff follow good health and safety procedures. They are registered with Environmental Health and they have achieved a food rating of four. Staff cleaned areas before and after use, wore protective clothing and kept to good hygiene routines. This was particularly evident when preparing and serving food. On arrival at the church the staff undertook routine checks to identify areas that may pose a risk. Our visual inspection of the environment did not identify any risks. However, we noted that fire drills are not regularly practiced throughout the year, in order that all children are made aware of the drills and become familiar with the routine. The door to the service is secure and parents gained entry via a bell. Staff members greeted parents on arrival and ensured each child was signed out before securing the door as they left. Visitors to the service were recorded and our identification was checked on arrival.

The staff ensure the environment is clean, tidy and safe for use by those attending.

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

Children are cared for in the church hall where they have access to two large play rooms, a kitchen and bathroom facilities. Children were able to enjoy physical play indoors in lieu of having access to an outdoor area. Most children were content to relax and undertake calmer activities as they walk to the setting from a local school which takes approximately 20 minutes. Children access bathrooms independently and the large kitchen allows for staff to prepare hot and cold meals at ease. Activities are not set out until children arrive and staff follow the children's wishes when selecting resources and activities.

The environment is suitable for this type of service and staff understand children desire to enjoy free play.

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

Furniture, equipment, toys and resources are appropriate for those attending. We saw children were able to voice their opinions regarding the purchase of new equipment. Larger play items such as table football, pool and air hockey were set up in one room.



Children had access to a wide range of creative materials and resources which inspired them to make and build things. Role play items, small world and construction toys encourage them to be imaginative, bold and adventurous. Staff monitored the use of equipment and encouraged children to return items after they had finished with them. Staff told us that some children would play with the same items for a long periods before moving onto something else that interested them. The large storage areas allow children to see nearly everything that is available to them at all times.

The service has excellent resources available for children which are replenished frequently.

## **4. Leadership and Management**

### **Summary**

The management of the service has strengths and weaknesses. The staff are supported and they understand the vision for the service. Parents are very pleased with the quality of the service they receive. However, there are some areas for improvements in relation to operational matters which are set out in the Child Minding and Day Care (Wales) regulations. The service is keen to improve their standards and develop.

### **Our findings**

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

The service had not fully ensured they were meeting their legal requirements. We found that the RI's DBS had not been countersigned by Welsh Ministers (CIW). The RI addressed this immediately, taking action to apply for a new one. We also identified that nominated committee members had left, along with one member of staff and CIW had not been notified. We discussed the issues identified regarding the lack of committee members and importance of notifying CIW of changes. The RI gave assurances she would notify us promptly in future and identified new members for the committee. She was in the process of notifying CIW before we gave formal feedback. We examined a range of documentation and found the majority was well organised and stored securely. However, the Statement of Purpose and operational plan require amendments to include details of those in charge each day. We identified that the RI, who also acts as the PiC, is not always present and deputy staff step up to this role. The RI agreed to formally nominate the deputy staff as named Person's in Charge as this is regular occurrence rather than temporary cover.

Leadership of the service requires some improvements to ensure the service meets the National Minimum Standards and Child Minding and Day Care (Wales) Regulations.

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

There are systems in place to capture feedback and review the service. We saw the latest Self Assessment and quality of care report reflected the views of parents, children and staff and set out actions to improve the service. During the course of the inspection we found the RI was quick to respond to areas identified for improvement. There is a complaints procedure in place but staff confirmed no complaints had been received. Questionnaires, discussion time and general conversations are used as methods to gather feedback from children. These helped the staff decide what resources they should buy, what the menu should contain and monitor any concerns children may have. Policies for the service are reviewed annually but copies are not always dated to show when the last review took place.

Methods utilised for self evaluation and planning for improvement is effective.

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

Staff benefit from good communication strategies. All staff spoken to, told us they were clear on the expectations of the service and they felt well informed and supported. Team meetings, one to one supervision and appraisals are undertaken with staff. The staff worked well together and it was evident they understood their role. Some staff files contained gaps in the information that is required by the regulations but this was addressed. Care should be taken to monitor and review these files.

The management of staff and resources is generally effective with minor areas for improvement.

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

Parents using the service are highly complementary. We spoke to several parents who felt the service was well run and they expressed their gratitude to the staff. Notice boards provided up to date, relevant information for parents. Detailed information for parents is made available when they complete contracts but staff told us parents can access copies at any time. As the staff are employed to work at the local primary school they have a good relationship with teaching staff which ensures good communication. The church helps the after school with funding where possible and are the RI informed us they are very accommodating of the service.

Partnership with parents and the community are effective which benefits the children attending.

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

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

None

### **5.2 Recommendations for improvement**

We discussed the following recommendations;

- Fire drills should be practiced more frequently;
- update the operational plan and maintain this document in line with National Minimum Standard 14.1;
- date policies to show when they were last reviewed;
- increase opportunities for children to be independent;
- A nominated Person in Charge should be present at all times and;
- increase staff awareness around the Prevent Duty, ensuring details are referenced in a policy.

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

This was a full unannounced inspection undertaken as part of our normal schedule of inspections. One inspector undertook visited the service over two days and spent approximately six hours within the setting to observe children and the care they received.

We:

- reviewed information held by CIW;
- undertook a visual inspection of the premises;
- accompanied the staff and children on the walk from school;
- spoke to children throughout the inspection. We also spoke to some parents the staff and leaders working at the service;
- looked at a wide range of records. These included focusing on the statement of purpose, staff files, health and safety policies and records, children's files and routine checklists and records and
  
- provided feedback and discussed areas for improvement to the Responsible Individual by telephone on 10 July 2018

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

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## About the service

Type of care provided	Childrens Day Care Out of School Care
Responsible Individual	Patricia Chiplen
Person in charge	Patricia Chiplen
Registered maximum number of places	40
Age range of children	4-11 years
Opening hours	3:15p.m. – 6p.m. weekdays, during term time
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	13 November 2013
Dates of this inspection visit(s)	4 & 9 July 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?	<p>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></p> <p>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>'.</p>
<b>Additional Information:</b>	