



Childcare Inspection Report on

Catwg After School Club

**Catwg Primary School
Main Road
Cadoxton
Neath
SA10 8BL**



Date of Publication

4 October 2018

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Description of the service

Catwg After School Club was registered with Care Inspectorate Wales (CIW) in July 2008. The club is held in the school hall within Catwg Primary School but is run independently of the school. The club is registered for 40 children aged between three years and 12 years old, and provides after school care from Monday to Friday, 3.20pm – 5.30pm, term time only. The service also opens the first week of the Easter holidays and the first three weeks of the summer holidays, from 8:30am to 5:30pm. The registered person is Emily John and the current persons in charge are Emily John, Carly Clark and Louisa Woodward. The service is provided through the medium of English.

Summary of our findings

1. Overall assessment

Children who attend Catwg After School Club have a very strong voice. They are able to take part in a wide range of activities that promote development, are interesting and fun. Children very much enjoy their play and learning and they interact well with one another. Children have good opportunities to develop their independence. Staff welcome children with additional needs, and are kind, caring and competent as they are mostly qualified and are knowledgeable. Leaders are successful in ensuring the environment is clean, safe and secure. A very good range of stimulating resources are provided for the children to use which promote children's development and which appeal to their differing tastes and interests. The leaders have a very good relationship with the parents. Overall, the leadership at Catwg After School Club is adequate, as there are some areas, which require improvement.

2. Improvements

As a result of this visit, the registered person has:

- Made a record of children's arrival times on the register;
- produced a complaints procedure, an exclusion of ill children policy, and ICT technology policy and a safe conduct on outings policy;
- updated the statement of purpose to include the new opening times, activities offered, the language of the service, and added the committee members, however, this still refers to Care and Social Services Inspectorate Wales (CSSIW);
- enrolled herself and a second person in charge on a leadership and management course;
- booked a first aid course for two staff members;
- completed a risk assessment on the hand dryer in the children's toilets and
- devised a monthly checklist for the first aid box.

3. Requirements and recommendations

We found that the service did not meet the regulations relating to 'Suitability of workers' and 'Employment of staff'. We have brought these to the attention of the registered person and as there is no significant impact on the wellbeing of the children, we have notified the registered person that this will be checked at the next inspection.

We made recommendations to the provider in relation to promoting independence, health, safety and hygiene, learning, risk assessments, children's contracts, data protection and policies including the service's statement of purpose. These are detailed at the back of the report

1. Well-being

Summary

Children feel relaxed and comfortable at the after school club and they really enjoy their play and learning. Children are learning to co-operate and share and they have some good opportunities to develop their individual skills and independence. Children's choices and personal preferences are respected.

Our findings

1.1 To what extent do children have a voice?

Children make choices and their communication and preferences are listened to.

Children were offered choices of what they wanted to eat and drink at snack time, for example, they had a choice of plain water or lemon water, apple, melon or both. They could freely choose their play activities for a significant amount of the session.

Children had opportunities to play inside or outside, and were able to express themselves; for example, when two friends wanted to be 'buried' under the soft play shapes, and when children wanted to go back outside this was actioned. Children who had limited communication were able to express their wishes and choices, such as when a child wanted to sit quietly on their own watching out of the glass doors.

Children have a strong and confident voice at this service.

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

Children are relaxed and familiar with staff and the routine of the service.

Children were content when they arrived at the start of a session and quickly involved themselves in some kind of activity. Children showed that they had formed bonds with staff as they involved them in their play and clearly enjoyed their interactions with them. When staff were allocated to a group of children we heard them say 'yes' as they were please to have them as their carer. Children were in groups, which were called their 'family' and they each decided on a 'family' name, for example 'The animal superstars' and 'Jelly pigs', which created a sense of belonging. They especially enjoyed team games on their 'family' mats, which they had points for if they won, and a small prize at the end of the day.

Children feel very safe, happy and valued.

1.3 How well do children interact?

Children are learning to co-operate and share. Almost all children behave appropriately, join in with activities and follow staff instructions.

Children played contentedly alongside each other at various activities and children were happy to allow others to join in their play. Some children chose to play by

themselves, with cars or 'super heroes', whilst others played well together in the soft play area or outside. The children all joined in when a key phrase 'aye aye' was shouted by staff, and all the children shouted "aye aye captain" and stopped what they were doing to listen to the staff. Almost all the children helped to tidy up and said "please" and "thank you," when prompted.

Children interact well.

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

Children enjoy their activities and periods of free play.

Children showed interest in the activities, such as decorating tiles, playing with cars and making posters of their 'family'. The children told us (CIW) how they had thoroughly enjoyed the talent show, where children had danced, sang, done gymnastics and 'flossing'. Some children chose to be behind the scenes, whilst others were judges. On our first visit, the children were waiting for a coach to arrive to take them to Clyne Gardens, which they were all looking forward to. They had the option to play inside or out whilst they were waiting and the outside play area provided a great area for them to explore and play, with grassed areas for see-saws, and concrete areas for outside chalking. We saw lots of smiles and heard lots of laughter throughout the day showing that the children were enjoying the different activities and play that they took part in.

Children thoroughly enjoy their play and learning.

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

Children have opportunities to take part in a range of activities and play that enables them to learn and develop new skills. Children have many opportunities to do things independently.

Children were able to develop holistically as they took part in a wide range of activities indoors and out. As this was an after school/holiday club the emphasis was very much on free play. Children were encouraged to be independent by taking off and putting on their shoes to play in the soft play, and whilst walking barefoot across a roll of paper with paint on their feet. Parents that we spoke to said that their child was slow getting ready for school, but loved coming to the club and stated their child was up and ready to come in the morning. Children had access to some multi cultural experiences, such as dolls with various skin colours and access to a wide range of books. Children had drinks and fruit prepared by staff. However most could have helped cut the fruit and poured their own drinks. We did see some children going back for more water, which they poured from the dispenser.

Children continue to develop and learn at this service.

2. Care and Development

Summary

Staff follow most policies and procedures to keep children safe and healthy. They are calm and positive and manage children's behaviour well. They know the children, and meet their needs effectively.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Overall, staff keep children safe and healthy.

Staff were attentive to the children and showed good awareness of what was happening around them. The person in charge confirmed that eight staff had training in child protection, one staff in first aid and two staff had food hygiene. Staff knew of the child protection procedures and were proactive in recording any concerns that they had and passing these concerns on to the person in charge. However, although they said they would report concerns to the police, they were prompted to say they would refer any issues to social services, if the person in charge were unavailable. Staff worked very closely with the children and their parents to ensure any additional needs were met. Staff gave children safety messages. For example, when children were playing a bit rough in the soft play area, and before going on the trip, advice was given to the children about approaching dogs in the Gardens. Staff followed infection control procedures by wearing gloves when preparing snack, and encouraging hand washing. However, when children had completed a foot printing activity, the same cloth was used to wash all the children's feet. The snacks given were healthy, as only fruit and water was available. Children brought packed lunches, and they were stored in a sectioned off area of the hall. However, the weather was very warm, and no refrigeration storage was available to keep the lunches cool. Staff were aware of children's allergies, and good detail was available for extreme allergic reactions, however, the signs, symptoms and action to take for less severe reactions were not recorded. Accident records were satisfactory; and when we spoke to one parent, he praised the way staff handled an accident involving his child the week before.

Staff are successful in helping to keep children safe.

2.2 How well do practitioners manage interactions?

Staff are positive role models and manage children's behaviour really well.

Staff helped to create a fun and relaxed atmosphere by using cheerful voices, showing an interest in what the children were doing and offering lots of encouragement. A member of staff explained to a child that it was not a good idea to jump on the beanbag, otherwise it would go 'pop', and on another occasion asked a child standing in a toy box to come out or he would break the cars inside. On the trip staff worked on a one to five ratio, to ensure they could manage the children in small groups.

Staff effectively manage interactions with children.

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

Overall staff have the knowledge and understanding to support children's development and meet their needs. They provide a range of activities for the children, which promote their development and play.

Staff had a good knowledge and understanding of child development and current child care practice, as some had been working at the service for many years. The staff gave children time to play freely and make their own choices. For example, when some children wanted to play outside staff took them out, whilst others remained inside with other children. Staff supported children with limited communication to integrate and have good play experiences; however, staff gave them space to sit on their own if they wished. We heard staff with younger children encouraging them to write their names in chalk, spelling out the letters for them, and assisting them when needed, for example, to open packets during lunchtime. However, we did not hear any Welsh being used by staff.

Staff successfully promote children's play, learning and development and capably meet their needs.

3. Environment

Summary

The person in charge is successful in ensuring the environment is clean, safe and secure. A very good range of stimulating resources are provided for the children to use which promote children's development and which appeal to their differing tastes and interests. The environment is welcoming and child friendly.

Our findings

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

The person in charge has arrangements in place to ensure the environment is safe.

The person in charge had detailed risk assessments for the environment such as outdoor play, for trips such as Margam Park, Gnock Park and Clyne Gardens and for young people on work experience. However, there were electric hand dryers in the children's toilets, which were not risk assessed. The entrance to the service was secure and locked to prevent unauthorised access and the person in charge kept records of visitors to the service. Fire drills were practised every Easter and summer and recorded.

The person in charge ensures that the environment is mostly safe.

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

The person in charge has a suitable environment for play and learning indoors and outdoors. There was ample space and facilities for the needs of the children.

The person in charge had provided designated areas for children's learning in the indoors, such as an area for children to do arts and crafts, role play and a selection of construction toys on a section of the floor. The outdoor play gave children opportunities to play outside and to explore the large area. The person in charge provided an environment, which encouraged children's independence because children could move around freely, and toilets and hand wash basins were a suitable size. Older children were able to use the more appropriate toilet facilities.

Leaders provide a suitable environment.

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

Children have access to good quality toys, resources and equipment.

The resources and the equipment were all of good quality and condition. The person in charge had the use of the school's canteen table and chairs, which were suitable for the children to utilise for arts, crafts and activities and to eat their snack and lunch on. A good range of stimulating resources were available which catered for differing tastes, interests and abilities both inside and out. This included action figures, cars,

dolls and accessories and art and craft materials, and outside play resources such as tuff trays with sand and chinks, balls and see-saw.

Leaders provide good quality resources and equipment for the children to use.

4. Leadership and Management

Summary

The person in charge works well with the other staff to provide an effective service. The person in charge has good working partnerships with parents. However, improvements are needed in this area.

Our findings

4.1 How effective is leadership?

Overall, the service is run smoothly and with some regard to the regulations and national minimum standards.

The service had a clear and informative statement of purpose, which was a fairly accurate reflection of the service that they provided. However it stated that the times of operation were 9am to 5:30pm but the service had changed their hours of operation from 8:30am to 6pm. The service was a very positive work environment; all staff we spoke to said that they were happy working at the service, and said that they felt well supported by the person in charge. Public liability insurance was in place. The person in charge was unaware of Prevent Duty guidance and was not aware of the process to follow if they had a concern about a child or parent being radicalised. The person in charge had not yet provided parents with information on General Data Protection Regulation (GDPR) regarding data kept on the children, and had not checked to see if she needed to be registered with the Information Commissioner's Office (ICO). There were contracts and information records in place for each child; however, some had not been completed, for example GP details were not included on some records. The child protection policy, whilst detailing clear procedures, did not outline the procedure to follow if an allegation was made about the leader of the service. Policies and procedures were not dated and therefore we could not see when they were last reviewed, and the complaints policy contained incorrect contact details of CIW.

Leadership at this service is adequate.

4.2 How effective is self evaluation and planning for improvement?

The person in charge has embedded self evaluation in the service's day-to-day practice. They have a good system in place for seeking others' views in order to plan for improvement.

The person in charge had completed a quality of care review and report and had sought the views of parents and children using the service. She had yearly meetings, where children could give their views on the service, provided questionnaires after every Easter and summer holidays, and had a yearly Annual General Meeting with the committee members. As a result of the questionnaires, the hours of operation had changed to meet parents' requests.

Overall, leaders create a strong culture of self-evaluation and improvement.

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

The person in charge ensures that there are sufficient qualified staff looking after the children. However, she does not operate a system of regular staff appraisals, supervisions and meetings, and the recruitment of staff is not robust.

The person in charge did not have supervisions recorded, only yearly appraisals. Staff files were incomplete; of the five seen none had the required two references, two had proof of identity and two had a full work history. A Disclosure and Barring Service (DBS) check was not available for one member of staff, and we did not have the person in charge's DBS. The person in charge was also non compliant at the previous inspection in relation to staff files. We checked a sample of attendance records for staff and children and found that staffing ratios were often exceeded, thus children received very attentive care. The person in charge did not record the children's arrival times on the register. The person in charge confirmed that five staff were qualified, and four unqualified. Two staff had current first aid certificates; however, this did not meet the nation minimum standard of on first aider to every 10 children. The person in charge was aware of this however, she explained it was difficult for staff to attend training, as most worked in the school in the day, and at the after school club after.

Management of staff and other resources is not effective.

4.4 How effective are partnerships?

The person in charge has a good relationship with parents of children using the service. She has strong links to the school where the service is sited.

The person in charge kept parents informed of their child's day by providing them with verbal feedback at the end of the session, or by telephone if needed. We checked a sample of children's records and found that consent for specific aspects of the children's care, such as permissions for community walks and emergency medical treatment was in place. However not all medical consents were dated. Most of the children attended the school, and therefore the links with the school were in-house. We spoke to three parents who were very happy with the service.

Partnerships with parents are good.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

Staff files were incomplete, they did not all contain a medical declaration of health, identification and qualifications, and therefore remains non compliant..

5.2 Recommendations for improvement

We recommended that the registered person:

- Allows children to be more independent at snack time;
- adds information to the children's allergy forms regarding signs, symptoms and action to take if a minor allergic reaction takes place;
- ensures all children contracts and record forms are fully completed;
- adds to the safeguarding policy the action the service would take if there was an allegation against her;
- adds to the safeguarding policy the information regarding Prevent Duty, and make staff aware of the process to take if they have concerns;
- provides separate paper towels for children to wash and dry their feet after an activity;
- informs parents that there is no refrigeration available for packed lunches;
- changes the name on her policies of the regulatory body from CSSIW to CIW, when they are next reviewed and date them;
- ensures all children's contracts are signed and dated, and their first language included;
- forwards CIW a copy of her DBS and
- audit staff files to ensure all the required information is available.

6. How we undertook this inspection

The inspection visit took just under four hours over two days on 31 July 2018 and 2 August 2018. This was an inspection as part of the planned schedule.

- One inspector carried out the inspection;
- we made general observations of the interactions between the staff and the children attending the service;
- we held conversations with three parents of children attending the service and questionnaires were provided for other parents to fill out and send to us, if they so wished;
- we spoke to staff members working for the service, including the person in charge;
- we viewed records and documents including: the attendance register, children's contracts, policies and procedures and the service's statement of purpose;
- we performed a visual inspection of the areas used by the service and
- we gave feedback over the telephone on 6 August 2018.

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	Emily John
Person in charge	Louisa Woodward Carly Clarke Emily John
Registered maximum number of places	40
Age range of children	3 years to 12 years.
Opening hours	3:20pm to 5:30pm Monday to Friday, term time only and 8:30 to 5:30pm Monday to Friday for one week at Easter and three weeks in the summer holidays, subject to change.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	1 April 2015
Dates of this inspection visits	31 July 2018 and 2 August 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. This is because the service is situated in a primarily English speaking area. 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:	