



Childcare Inspection Report on

Caergeiliog Out of School Club

**Ysgol Caergeiliog Foundation School
Lon Bach
Caergeiliog
LL65 3NP**



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Description of the service

Caergeiliog OSC is an after school club operating from Caergeiliog Foundation School in Anglesey. The service is registered to provide care for a maximum of 50 children of primary school age. The registered persons are Lisa Ellis-Roberts and Carys Edwards. Lowri Owen is the person in charge day to day. The service is open Monday to Friday from 7:45am to 8:30am for breakfast club and the after school club is open from 3:40pm until 6:00pm. The main operating language is English, but Welsh is also used and children can choose their preferred language of communication. At present the service does not fully offer the Welsh Government 'Active Offer' of the Welsh Language because not all documentation was available in Welsh.

Summary of our findings

1. Overall assessment

Children are happy and settled. They enjoy interesting play and learning experiences which are well planned to promote their development. A newly appointed staff team are eager, enthusiastic and work well together. Positive behaviour is promoted and routine and structure enables children to feel secure. The environment is well set out. Leaders are visible, supportive and implement changes. They regularly consult with those using the service and work in partnerships to deliver a service children and their families benefit from.

2. Improvements

Leaders had met with some of the recommendations made at the last inspection.

- Leaders had acted upon suggestions made by staff and children and these had been documented.
- Children were offered water to drink.

Since the inspection leaders have

- Introduced a daily safety check, completed by staff.
- Completed a quality of care report.

3. Requirements and recommendations

We made recommendations in relation to providing children with regular opportunities to play outdoors.

1. Well-being

Summary

Children are happy and settled. They strongly influence how they spend their time and benefit from the positive experiences provided. Children enjoyed spending time with those around them and they were afforded fulfilling opportunities to complete tasks for themselves.

Our findings

1.1 To what extent do children have a voice?

Children make choices and decisions and know their ideas will be listened to.

Children were happy and content, they influenced how they spent their time and they were aware of the options available to them. For example, children collected labelled storage drawers containing their chosen activity and went to sit alongside their friends where they happily played. Children enjoyed spending time with one another and they were busy and occupied. Children knew their views would be listened to because staff regularly consulted with them about what resources they want to purchase. Children told us they enjoyed creating a 'whish list' of the items that they wanted; they were motivated and eager to participate.

Children are positively occupied and are encouraged to contribute to ideas appropriately.

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

Children have bonds of affection with those around them.

Children were comfortable, relaxed and well settled. We saw them seek out familiar people for support. A child took a nap whilst comforted by staff, and the comfort they received gave them a sense of belonging. Children were comfortable and relaxed, after snack time children chose what they wanted to do, some chose to relax on the sofa, whilst others played with the building resources and some chatted to staff. They were familiar with the routine which gave them a sense of security.

Children are content and forming friendships. The familiarity they experience builds on their confidence making them feel happy and valued.

1.3 How well do children interact?

Children are learning to co-operate, take turns and share.

Children interacted and played alongside each other well. Children choosing to play with the clay shared the resources available; they took turns to use the various items and then compared their creations. They accepted when they had to wait their turn showing they were developing appropriate coping strategies and they understood the importance of taking care of equipment. Children waited their turn when collecting their food and they got

items for their friends, showing kindness towards each other. They negotiated and agreed roles with each other. For example, children playing a board game negotiated who was to be each colour.

Children know the rules of behaviour; they know what is expected of them and interact positively.

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

Children sustain interest and engage in play based activities they enjoy.

Children were motivated and engaged to spend time participating in focused tasks, such as colouring or craft activities. They concentrated for an appropriate amount of time and explored their environment freely and securely. They could choose to relax or chat to those around them about home, and what they had enjoyed doing in school that day.

Children successfully influence their play and learning.

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

Children develop socially and benefit from a good variety of experiences.

Children thrive from the positive structure; it enabled children to gain a good range of skills. Children were seen to confidently use a variety of different materials, for example, craft materials and multi media resources. Children accomplished things for themselves and they were praised for their efforts. Children chatted together showing they were developing and learning positive social skills.

Children are acquiring effective skills to become independent.

2. Care and Development

Summary

Staff are motivated to enhance children's well being and actively implement positive practices to keep children healthy, safe and well. They act as positive role models and set realistic boundaries. Staff plan to promote children's play and learning experiences.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have an understanding of how to keep children safe.

Staff were aware of the process to follow in relation to safeguarding children. They are well supported by the school and all staff had a confident understanding of their responsibilities. There were well organised procedures if parents needed to be contacted in an emergency and contact information was regularly updated and easily accessible. Staff logged clearly when children had arrived, who would be collecting them and the time they left. The service implements best practice in relation to healthy eating, a varied snack of filled rolls, yoghurt and fruit was offered with water to drink. They supported children to wash their hands when appropriate, and children were familiar with the routine. Staff ensured children had regular access to drinking water. Opportunities for outdoor play were limited and dependant on a number of different factors. Fire drills had been held regularly in conjunction with the school.

Staff consistently implement comprehensive procedures to promote children's overall well being.

2.2 How well do practitioners manage interactions?

Staff are consistent in their approach and encourage children to take responsibility for their own behaviour.

Staff were approachable and promoted a sense of right and wrong. For example, agreed consequences were implemented following a disagreement between two children. Staff quickly made it known that certain behaviour would not be accepted and implemented agreed consequences to manage unwanted behaviour. Staff spoke to children and sat alongside them during activities and took part in activities such as colouring in. They modelled appropriate behaviour, such as sharing and how to relate to others.

Staff consistently set ground rules and promote positive behaviour.

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

Staff promote children's development by planning a reasonable variety of play and learning experiences.

Staff were confident and relaxed, they provided enjoyable experiences. For example, staff encouraged children as some chose their preferred activity, some played a board game whilst others sat together creating structures with building blocks. The activities took account of the type of service. Themes and activities follow a planned pattern and staff can access support and gather ideas from umbrella organisations. Staff conveyed how they felt it was important that the children did not feel restricted by a detailed plan of activities. They wanted to create a different atmosphere for them, one where they felt they could relax after a full day at school. Activity planning took into consideration individual interests and personalities. Staff provide a language rich environment, English was the main language, but children had the opportunity to use the Welsh language.

Staff appropriately ensure children experiences a sense of enjoyment and the daily routine provides stability.

3. Environment

Summary

Leaders ensure children are cared for in an environment which is safe, clean and secure. The environment meets children's needs well and children have access to good quality resources.

Our findings

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

Leaders ensure children are cared for in a safe, clean and secure environment.

Leaders support staff to ensure children are supervised well. Daily registers were kept and children were released to the care of a known adult with a signed record of who collected them. Risk assessments had been completed by the school and were reviewed annually with a record that staff had been made aware of changes. Following the inspection, leaders introduced daily safety check. These recorded any changes to the environment and whether any action was required. Cleaning routines were effective and reflected acceptable hygiene practices. Staff were allocated specific tasks recorded on cleaning rotas and these were signed by staff when tasks had been completed.

Leaders ensure there are good systems in place to ensure regular maintenance and safety checks.

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

Leaders provide sufficient space and facilities to meet children's needs.

Leaders ensure children are cared for in a comfortable and stimulating environment. It is well decorated and inclusive with sufficient facilities. For example, the toilets were easily accessible within the main play room and during busier times at the start of the session the service could use the main school hall. This enabled staff to separate older and younger children who wanted to take part in different activities. For example, a few older children chose to do their home work. Outdoor space at present is not regularly utilised, but leaders provide access to an outdoor play area where children can enjoy time out in the fresh air.

Children can explore the indoor environment freely.

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

Leaders provide furniture and resources that are appropriate and suitable for the children's needs.

Leaders ensure that all children have access to a wide range of good quality, developmentally appropriate play and learning resources indoors. These are available in sufficient quantity and ensure children have a good variety of choice. Leaders ensure

resources are easily accessible and enable children to follow their interests. The resources available ensure children are challenged and stimulated. We saw a group of children thoroughly enjoy playing a board game. All staff took responsibility in ensuring the items used are well maintained and safe and resources are regularly replenished.

Leaders competently ensure resources are readily available and well maintained.

4. Leadership and Management

Summary

Leaders are committed to promoting safe practices and have a purposeful vision for their service. They have processes in place for considering the service and planning for improvements. Leaders support staff and ensure they are deployed effectively and are motivated to deliver a quality service.

Our findings

4.1 How effective is leadership?

Leaders communicate their vision for the service well.

Leaders strive to ensure children enjoy attending the service and the care provided is tailored to meet families' needs. Leaders ensure there are effective policies in place and these are fully implemented in practice. Leaders build teams effectively; newly appointed members of staff were confident to fulfil their roles and all worked well together. Leaders have a sound understanding of current best practices, they encourage staff to change and adapt their practices to regularly drive the service forward. A minor amendment was required to the statement of purpose to reflect that CIW now take in to consideration children up to the maximum age of twelve and this was forwarded to us shortly after the inspection.

Leaders are visible and available and set clear aims that are focused on children's needs.

4.2 How effective is self evaluation and planning for improvement?

Leaders regularly involve staff in reflecting on what they do and implement comprehensive action plans.

Leaders recognised areas for development and positive action was taken to drive the service forward and implement changes. For example, we saw staff and leaders had highlighted work to be undertaken at the start of the term and staff were progressing well with the tasks. These included tasks such as updating the wall displays in partnerships with the children and replenishing and building on the resources available. Leaders had sought the views of children, parents and staff using the service through distributing questionnaires. Following feedback from parents leaders had extended the opening hours of the service. At the time of the inspection a quality of care report had not been completed, however, this was later completed and a copy sent to CIW.

Leaders effectively use relevant information about the service and implement changes to achieve changes against the service's priorities.

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

Leaders ensure staff understand and fulfil their roles and they communicate their high expectations to all.

Leaders ensured there was a sufficient amount of qualified and experienced staff available for the age range of children cared for and they were deployed effectively. We saw how the recruitment process ensures the most appropriate people have been recruited for their roles. All staff were confident and had experience of working within the childcare sector. We found the staff to be competent and confident and they all eagerly worked together to achieve good outcomes for the children using the service. Leaders strive to ensure continuity of care for the children; they set realistic targets and motivate staff to excel. Supervision and annual appraisals are meaningful, staff told us they felt supported and we saw how any action required was taken promptly and training needs were identified and met.

Leaders successfully communicate high expectations to those they manage.

4.4 How effective are partnerships?

Leaders keep parents informed about their child's well-being.

Leaders provide parents with relevant information about their child's well-being. They take action when required and work in partnership with parents to ensure children's needs are at the centre of what they do. For example, in partnership with parents a child's days were shortened as it was felt they struggled with being at the after school club later. Parents can view all required information by the main entrance and a newsletter is also produced which contains relevant and useful information, such as the current themes and any important events. Leaders consider and respond to feedback in a timely manner, for example, the change in opening hours and leaders had carefully considered parents' request for hot meals to be served.

Leaders establish trust and clear communication with parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

Leaders to consider;

- providing children with additional opportunities to play outdoors.

6. 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 on the 3 October 2018 between the hours of 4:30pm and 6:00pm and again on the 4 October 2018 between the hours of 3:30 p.m. and 5:30pm.

We:

- Inspected a sample of documentation and policies;
- observed practice and completed observations to evidence the children's engagement and the care being provided by staff;
- spoke to the children, parents and the staff present;
- considered the safety and suitability of the environment and resources for the children;
- provided the registered person with feedback over the phone on the 7 November 2018.

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

www.careinspectorate.wales

About the service

Type of care provided	Childrens Day Care Out of School Care
Registered Person	Lisa Ellis-Roberts Carys Edwards
Person in charge	Lowri Owen
Registered maximum number of places	50
Age range of children	3 – 12 years old
Opening hours	7:45am – 8:30am 3:40pm – 6:00pm Monday to Friday, term time.
Operating Language of the service	Both
Date of previous Care Inspectorate Wales inspection	25 September 2015
Dates of this inspection visit(s)	03 October 2018 & 04 October 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?	The service dos not fully provide an ‘active offer’ of the Welsh language. The service intends to work towards becoming a bilingual service and promote the use of the Welsh language and culture.
Additional Information:	