



# Childcare Inspection Report on

**Sunshine After School Club - Swansea**

**Swansea Childrens Centre  
Eppynt Road  
Penlan  
Swansea  
SA5 7AZ**



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## **Description of the service**

Sunshine After School Club was registered in July 2007 to provide out of school care for a maximum of 36 children aged four to eleven years. The service operates from Swansea Children's Centre, Penlan, Swansea. The service is overseen by the responsible individuals, Cari Beuse, Eve Dewson, Rhian Jenkins, Hannah Sears on behalf of City and County of Swansea. The persons in charge on a day to day basis are Rhian Jenkins, Hannah Sears and Tanya Isaac. The service currently operates Monday to Friday from 3pm to 5pm, term time, and Monday to Thursday, 8am to 5pm and Friday from 8:00am to 4:30pm during most school holidays. English is the main language of the service.

## **Summary of our findings**

### **1. Overall assessment**

We, Care Inspectorate Wales (CIW) found that children at Sunshine After School Club benefit from warm, genuine care from caring and patient staff. Children are listened to, and know that their opinions and feelings are valued. Children have access to a good range of toys, furniture and equipment. They enjoy a variety of educational and fun activities. The environment is safe and well maintained. The business is successfully managed but some minor areas of improvement are needed.

### **2. Improvements**

During the course of this inspection and prior to the publication of this report the provider has:

- confirmed that the parental agreement has been issued to and signed by parents for each child;
- confirmed that a record of staff breaks is now maintained;
- forwarded a copy of the quality of care report to CIW and
- confirmed that recruitment information is in place for all students/volunteers or specialist staff.

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

None.

# **1. Well-being**

## **Summary**

Children make good choices. They are happy and settled and enjoy opportunities to take part in freely chosen and self directed play.

## **Our findings**

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

Children make choices and decisions about what they want to do. They are listened to and speak and express themselves confidently.

We heard children making choices about what to play with and whether to play indoors or outdoors. A group of children had chosen to play board games indoors, whilst another group rode bikes and scooters outdoors. Children freely moved from one play area to another. We heard one child ask to watch a DVD and chose one from the selection of DVDs on offer. We saw children help themselves to the water dispenser which had been placed at low level and children freely approached staff to ask for help, for resources and to invite them to play games with them.

Children have a strong voice at this service.

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

Children are settled and have good bonds of affection with staff who know them well.

Children were happy, confident and settled at this service. They were totally at ease and relaxed with their carers. They confidently approached staff to ask to go to the toilet or for any resources they wanted. For example, one child wanted to create a book and asked staff for the materials to do so. Children freely moved around the play areas and explored the resources and activities on offer. Children smiled when they received praise for their achievements and good behaviour. Children told us that they enjoyed attending the club and had fun.

Children feel fully valued, happy and safe.

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

Children interact well with each other and the adults caring for them. They take turns and co-operate during group activities.

We saw children play together in groups, alone or with staff. They took turns on the bikes and scooters outdoors and shared the art resources. We saw friends show affection to each other with a cuddle and we heard children invite others to join in with the talent show. Children co-operated well during games and their behaviour was good. Children were well mannered, we heard them say '*please*' and '*thank you*'. One child asked us for the time and replied with '*thank you,*' once we had responded.

Children interact really well.

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

Children are engaged in their play. They sustain interest for an appropriate amount of time and move freely and safely between activities.

We saw that children thoroughly enjoyed the free flow between indoor and outdoor activities. They moved happily between the two playrooms and the outdoor area. We saw that children were animated and eager to play games, join in with play activities and were excited to take part in the talent show. Children enthusiastically told us that they enjoyed attending and had lots of fun.

Children show great enthusiasm and enjoyment in their play.

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

Children are confident, motivated and have plenty of opportunities to be independent.

Children's independence was promoted well. We saw children visit the toilets independently, help themselves to the water dispenser and make decisions about what to play with and where. Children independently helped themselves to their bags and coats which had been stored at low level. Children took part in games, counting and colour and picture matching activities as well as completing games of scrabble and chess. They were creative; some children decided to hold a talent show, whilst another child decided to create a book. Children proudly showed us their creations made using 'K'nex' items whilst others had modified the bikes with some junk modelling items. One child created a magic act where a cup appeared to float from her hand, to other children's amusement. Children's physical development was promoted through outdoor play, where they rode bikes, balanced when playing a game and played hide and seek. We did not hear the Welsh language being promoted.

Children are developing their skills successfully.

## **2. Care and Development**

### **Summary**

Staff keep children safe and healthy. They manage children's interactions well and are consistent in their approach. They show genuine care and affection for the children and plan fun and interesting age appropriate activities for the children.

### **Our findings**

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

Staff are fully aware of the child protection policy and know what to do if they have concerns about children in their care. The club encourages healthy activities and outdoor play.

Safeguarding had a high priority and staff spoken to were aware of their duties and responsibilities to report concerns. Staff had also attended Prevent Duty training. Staff followed good hygiene practices; they washed the tables and reminded children to wash their hands before snacks. We saw that children's needs were met, such as when a child wanted a drink the child was reminded to help themselves to the water dispenser or when a child needed some support with their feelings, staff took time to chat to the child.

Staff are effective at keeping children healthy and safe.

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

Staff model positive behaviour and manage interactions successfully.

Staff managed interactions very well. We saw staff engage with children, chat to them respectfully and praise them at all times for the efforts and achievements. Staff joined in with children's play and we heard children ask them to play games such as Chess. We saw staff deal with minor behavioural incidents were they calmly resolved issues with ease. We heard them discuss feelings with children and reminded them to talk to staff if they become angry or upset about anything. Staff engaged with children throughout the session, playing games with them, sitting to chat with them, to complete various activities such as craft work and relaxed on the sofa with them to watch a DVD. Staff used appropriate language and humour to communicate with the children. Staff supervised each area well.

Staff manage interactions very 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 joined in with children's play and we heard lots of laughter and children were having fun. We saw that staff extended children's play and learning by encouraging children to

explain game rules, to identify pictures, recite the alphabet and to count. Staff set challenges for the children, such as to correctly create words on the scrabble board or to complete various board games. Staff promoted children's independence at every opportunity such as to help themselves to the water dispenser, to visit the toilet, to choose their activities and where to play.

Staff promote children's play well by planning interesting and fun activities.

### **3. Environment**

#### **Summary**

The premises are safe, clean and secure. There are effective risk assessments in place. Children have access to many indoor areas and a large outdoor area. There is a good selection of age appropriate toys and equipment available.

#### **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 safe.

The environment was safe and secure with a key pad entry system in place. The premises are self contained and no visitors enter the premises unannounced. A visitors' record is completed. Risk assessment forms were available and had been reviewed. Electrical appliance tests (PAT) and heating test certificates were valid. The outdoor play areas were enclosed and secure. Fire drills had been regularly practised and smoke alarm test records were viewed. Leaders had obtained a Food Hygiene rating of 5.

Leaders effectively ensure the safety of the environment.

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

The environment is spacious. The layout promotes children's independence and is maintained to a good standard.

The premises were welcoming and child friendly and provided a suitable environment for play and learning. The premises were well maintained and clean. There was sufficient space and facilities to meet the children's needs, including two play rooms, one for quieter play and snacks and one for more active play and messy play. A 'chillax' room was also available to the children so that they could complete some meditation and relaxation sessions. A large outdoor play area was available for children to explore and have physical exercise and fresh air. The premises promoted independence well, children were able to help themselves to resources and visit the toilet independently. We saw very good free flow indoor and outdoor play opportunities.

Leaders ensure the suitability of the environment.

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

Leaders ensure that children have access to a variety of equipment and resources which are of good quality.

Leaders ensured that children had access to furniture and equipment suitable for their needs. We saw that there was a good supply of toys and resources that were appropriate for their ages, needs and development for both indoors and outdoors. Children had access to an enclosed outdoor area which had been improved and developed since the previous inspection. Toys and equipment viewed were clean and well maintained. There was some



evidence of cultural awareness, leaders told us they had celebrated some festivals such as Ramadan, Chinese New Year and Hanukah as well as the traditional festivals.

Leaders ensure there are good quality resources and equipment.

## **4. Leadership and Management**

### **Summary**

Leaders ensure that the service is mostly compliant with the regulations and national minimum standards. Record keeping is organised and methodical. The management of the business is mostly effective. Leaders have created a positive ethos and have built effective relationships with parents. Some improvements to the leadership and management were identified.

### **Our findings**

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

Leaders mostly comply with the regulations and national minimum standards.

Leaders had a statement of purpose in place. It contained the information required and reflected the service provided. There was a comprehensive range of policies and procedures which had been reviewed in February 2018. Children's records such as information forms, emergency medical consent and accident and incident records were maintained. However, although leaders told us that they had parental agreements available, no formal contracts had been agreed and signed by the parents/carers. A signing in and out register was used to record children and staff attendance, however, no record was kept of staff breaks away from caring for children.

Leadership mostly effective.

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

Leaders evaluate their service. Leaders are keen to obtain feedback and to improve the service provided.

Leaders had a self evaluation system, which included questionnaires for parents/carers and children. They were in the process of undertaking a quality of care review. We viewed some completed questionnaires. Comments included, '*My child loves attending*', '*staff are caring, attentive, professional and friendly*', '*they do a fantastic job*,' '*my child had a great time*'. Completed children's questionnaires stated they mostly enjoyed the outdoor play such as gymnastics, football, the bikes and sand play. Leaders had also taken on board feedback from staff and implemented a designated break time slot. Leaders agreed to forward a copy of the quality of care report to CIW within 28 days of its completion.

Self-evaluation and planning for improvement is on-going.

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

Leaders ensure that the service is well managed. Staffing ratios are maintained and relatively robust recruitment system are in place.

We sampled six staff files and found them to be compliant with regulations. Leaders told us that regular staff meetings took place and discussions with staff, as well as annual

appraisals and six weekly supervision meetings. We noted that student/volunteer and specialist workers did not have the required recruitment information in place. Nearly all staff held the required level 3 qualification or equivalent and seven staff had completed the Play Work qualification. Most staff had completed the core training courses in child protection, first aid and food hygiene. Some staff had undertaken additional training courses to include fire safety awareness, health and safety, prevent, data protection and security, manual handling, risk assessments and equality and diversity. The staff to child ratios were exceeded during the inspection.

Leaders' management of staff and resources is sufficient.

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

Leaders have good partnerships and work closely with other agencies and organisations to meet children's needs.

Leaders had a 'parent involvement' policy as well as a 'parents' handbook'. Leaders provided updates, newsletters and held information events to share information with parents. Parents spoken to gave very positive feedback and raised no issues. We heard staff give verbal feedback to parents at collection time. The service's policies and procedures were available to parents on request as well as the parent handbook. Leaders told us they had very good partnerships with various agencies as well as the school. Leaders had invited various agencies to the club such as the Forest Schools offering two sessions per week, the police to talk about personal safety, 3G to promote internet safety, a waste management company to discuss recycling, railway staff to share safety messages, circus skills team, road safety team and Tesco supermarket to create fruit kebabs and promote healthy eating.

Leaders have successful partnerships.

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

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

None

### **5.2 Recommendations for improvement**

None.

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

This was a full inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service on 16 August 2018 for approximately six and a half hours. We:

- inspected a sample of documentation and policies;
- observed practice;
- spoke to children and the staff;
- provided CIW questionnaires to parents and staff; and
- provided detailed feedback to one person in charge on 28 August 2018.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)

## About the service

Type of care provided	Childrens Day Care Out of School Care
Responsible Individual	Cari Beuse Rhian Jenkins Eve Dewson Hannah Sears
Person in charge	Rhian Jenkins Tanya Isaac Hannah Sears
Registered maximum number of places	36
Age range of children	4 to 11 years
Opening hours	Monday to Friday, 3:00pm to 5:00pm, term time. Monday to Thursday, 8:00am to 5:00pm and Friday, 8:00am to 4:30pm during most school holidays
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	27 May 2015
Dates of this inspection visit(s)	16 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. 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:	