



Childcare Inspection Report on

Tons of Fun Ton-Yr-Ywen Primary School

**Ton-Yr-Ywen Primary School
Maes-Y-Coed Road
Heath
Cardiff
CF14 4HG**



Date of Publication

Manually Insert Date

Welsh Government © Crown copyright 2018.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

Description of the service

Tons of Fun is registered with Care Inspection Wales (CIW) to provide out of school care for up to 60 children from four to eleven years. All the children attend the primary school where the club is located. David Griffiths, who is the head teacher and Sharon Norman, are the registered persons responsible for the operational running of the club. They have appointed Helen Mussa as person in charge who has responsibility for day-to-day activities. The service is open from 15.30 to 18.00 Monday to Friday during school terms. This is an English language service which uses incidental Welsh.

Summary of our findings

1. Overall assessment

The service provides children with good opportunities to participate in interesting activities and learning experiences. They receive care from staff who know them well and are motivated to promote positive outcomes for children. There are effective systems in place to ensure children are safe and well. Leaders ensure staff ratios meet or exceed the expectation of the National Minimum Standards (NMS). The service receives good support from the registered persons who are on hand and readily available. Management processes are reviewed and evaluated at regular intervals by a committee which supports the registered persons. Some management systems need strengthening to ensure staff are suitably checked before they are employed. The environment is very well resourced and provides good facilities for children both inside and out of doors.

2. Improvements

All recommendations made in the last report have been actioned. This includes:

- accident forms are now signed by parents;
- permission for emergency treatment is sought from parents;
- the views of parents and children are included in the Quality of Care report;
- staff photos are included on the notice board;
- children are encouraged to develop independence skills at snack time.

Following this inspection visit, the registered person informed us that all policies and procedures have been updated; we have been notified of the personal details of all current staff and information to determine staff suitability was shown to us during the second day of the inspection.

3. Requirements and recommendations

We identified one matter of non-compliance due to staff references not stored in their files at the service. (Regulation 28 (20)(b) (ii)). Written references are stored in school

files as all staff are employed at the school during the day. The registered manager was in the process of ensuring all information is transferred to staff files held at the service. We have not issued a non compliance notice on this occasion. Recommendations are referred to in the body of the report and summarised at the end.

1. Well-being

Summary

Children receive a good quality service that offers a range of interesting and stimulating opportunities after school. They are generally content and show clear satisfaction about how they spend their time at the club. They are able to form positive and warm relationships within the group and feel welcome. Children receive consistent and supportive care.

Our findings

1.1 To what extent do children have a voice?

Children make their own decisions about how they spend their time at the club. They move freely around the activities and ask for resources as needed. There is open and free flow access to the outside areas which a number of children clearly enjoy and value. Questionnaires are sent out each term and are used by children to voice their opinions and to make requests for alternative activities and resources. Children told us they have asked for play dough, Lego and new DVDs and all requests have been purchased. Children also sit with staff and make requests for new activities on an informal basis.

Children express their wishes freely and with confidence.

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

Children are comfortable, settled and relaxed at the service. Relationships between children and staff are consistent and based on trust. Most of the staff are also employed at the school and know the children well. Bonds of affection are evident between children and their carers. Children make good relationships with other children who are not always in their class in school. We saw younger children relaxing on sofas in the 'chill out' room and a member of staff putting blankets over children to make them feel comfortable. Children told us they value the opportunity to socialise with their friends outside the confines of school time, within a leisure environment.

Children's emotional well-being is enhanced by the positive relationships with staff and their peers at the club.

1.3 How well do children interact?

Children from within a wide age group use the service and interact appropriately. Supportive friendships between children are evident and we saw they are happy to cooperate with others and to share and take turns when reminded by staff that their time using computer games had expired. They waited patiently for their turn when choosing their food at snack time and shared stories about their day with their friends and carers. Children's behaviour is sensitive to the feelings of others and we saw that there was mutual respect between children and staff. Children followed the requests by staff to settle down and be careful as they were clear about expectations and

boundaries. Children had decided upon the rules of the club which were clearly displayed.

Children interact positively and receive the support and guidance needed.

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

Children show a sense of satisfaction and fulfilment with the activities and experiences available to them. Children can choose from planned activities which are organised and prepared by staff or decide to take part in activities which are available to all during each session. These include computer games, board games and craft activities. The activities are planned to be suitable for all children and are varied and appealing to children of different ages and stage of development. Children can choose to take part in organised physical activities three times each week which are led by an instructor from an outside agency, Sports Extra. Activities offered include dodge ball, hockey, team games and rugby. Staff accompany the children as the activities take part in a separate hall in winter and outside in summer. Children told us they looked forward to participating in these sessions.

Children benefit from a good range of experiences and activities at the club and feel a sense of achievement when completing activities

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

Children are motivated to follow personal interests and to direct their own play freely. They experience a good range of activities that enable them to develop new skills. They show initiative to finish tasks as they value the sense of completion and satisfaction that follows. Children understand they have a responsibility to act in an appropriate manner when they attend the club, as in school. We observed children clearing away dishes and food after eating and helping to tidy the room. Most children use the facilities independently and understand the need to follow rules to maintain a safe environment.

Children's all round development is promoted by the consistency and quality of experiences offered to them.

2. Care and Development

Summary

There are effective procedures and strategies in place to ensure staff have the knowledge and skills to offer a good quality service to the children in their care. Staff are accommodating and responsive to the needs of children and there are good processes and systems in place to promote children's wellbeing.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff ensure children are safe and well. Most staff have completed advanced safeguarding training as well as Prevent training which provides information about protecting children from the dangers of radicalisation. Staff are vigilant and confident to address any issues of concern. They understand the need to discuss any issues with the leader or the registered person. Parents are aware of the need to inform staff of their child's existing injuries and a record is kept for this purpose. Accidents are well recorded and signed by parents. They are not currently audited to account for any patterns which might require a change of risk assessments.

We noted that good attention was given to ensuring all surfaces were cleaned before children used tables for eating. The menu is varied, nutritious and healthy and is changed during winter to provide hot food such as soup or pasta. Parents told us they would welcome seeing the menu displayed for them to be informed of food provided. The service is registered with the Food Standards Agency and has been awarded a level five food hygiene rating.

Information relating to allergens is displayed in the kitchen. There were no specific care plans with actions identified in case of an emergency for individual children. The registered person told us that information is readily available within the school and would be transferred to the club without delay.

Effective systems and procedures are in place to keep children safe and healthy. Greater attention is needed to maintain a more robust response to managing any health related reactions.

2.2 How well do practitioners manage interactions?

Staff are committed to providing a safe and welcoming environment to children. They manage interactions with children in a pro-active and constructive manner and are positive role models to them. They are consistent in their approach, having regard to the needs of individual children, so that there is no confusion about what is acceptable behaviour. Staff told us that they worked in line with the service's behaviour management policy and that they were keen to support children to develop social skills and learn what constitutes acceptable behaviour. We saw the staff engaged in a

discussion with children about sharing resources and moving on to alternative activities. This was done fairly which encouraged cooperation. Children receive praise from staff for completing tasks such as tidying up and helping others and they value this. When some children became excitable and unsettled staff calmly challenged this behaviour and redirected their focus.

Staff manage interactions effectively with due regard to children's age and stage of development.

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

Staff are responsive and supportive to children. We heard staff communicating with children using soft tones and speaking calmly, promoting a dialogue with them. Children are encouraged to voice their opinions and they are consulted about the activities available to them. Staff act as key workers to the children and consult with them about what they need at the service. The 'chill out' room was added in response to some younger children needing to rest and relax after the school day. As this is a leisure service, no formal developmental records are required. Staff told us they are vigilant to ensure children are engaged in meaningful, interesting pursuits which provide opportunities for children to be creative and use their imagination. Children with additional learning needs are included in all areas of activity and are supported by one to one workers if needed.

Staff promote children's play effectively by providing a range of activities which are supported by good quality resources and engaged staff members.

3. Environment

Summary

The service is located in the infant's hall in the school which is spacious, light and airy. The hall has a foyer to which parents are admitted to pick up children. There is easy access to the extensive school grounds as well as an attractive area outside covered by a large canopy.

Our findings

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

There are rigorous procedures in place to ensure the environment is safe for children. Access to the service is monitored carefully by staff and is gained by the use of a fob. All visitors sign the visitor's book to ensure unauthorised access to the building is carefully monitored. Visitors are escorted to their destination within the school. Risk assessments are in place for all activities and all areas of the building used by the service. All fire appliances are checked by the school and we saw records of regular fire drills. Security lights have been installed recently in the area between the school buildings outside the hall as well as gates to prevent children leaving unattended. The adventure play apparatus is checked weekly and repairs carried out to maintain children's safety. We saw records of regular checks of gas and electric systems and the Public Liability certificate was in place.

Leaders have a good understanding of their role and responsibility to ensure the environment is safe for children.

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

The premises and outdoor areas are secure and welcoming and provide a rich environment for play and learning. There is sufficient space and facilities to meet the needs of all children. The toilet facilities are situated adjacent to the hall and are well maintained and clean. Resources are well organised and of good quality. The space provides children with opportunities to be independent and confident. Staff change how the environment is used to suit children's specific requirements and preferences. Staff collect children from school and refer to 'collection sheets' to ensure all children are accounted for. The environment is set up before children arrive and this enables staff to be available for the children at once. The ratios of staff to children mostly exceed the National Minimum Standards.

Leaders ensure the quality of the environment provides good opportunities and experiences for children to learn and play.

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

The hall is furnished with appropriately sized tables and chairs that are used by children to eat and for craft and table top activities. Resources purchased by the club are in sufficient quantity, durable and attractive and are regularly cleaned by staff at the end of each period of use. The person in charge ensures that all resources are suitable for the age and stage of development of the children. Children are encouraged to follow their interests and are not expected to conform to gender stereotypes with regard to play activities. Cultural and seasonal activities are arranged throughout the year to reflect the backgrounds of children. Children celebrate festivals including Diwali, Hanukkah, Chinese New Year and St David's Day. Children value the opportunity to be creative and use their imagination and told us they like making things out of recyclable materials.

Managers ensure that the facilities and quality of the resources and equipment provide a good, stimulating environment for children to relax, play and learn.

4. Leadership and Management

Summary

Overall, the leaders of the service are committed to promoting positive outcomes for children. There are effective monitoring systems in place, which ensure children receive a good quality service and promote a culture of safety. Leaders must ensure CIW is informed of any changes to the service as required by the Child Minding and Day Care Regulations 2010 and that staff suitability is determined before employment.

Our findings

4.1 How effective is leadership?

Leaders of the service have a sense of purpose that promotes and sustains good outcomes for children. The statement of purpose provides accurate information of what the service offers. As one of the registered persons is the head teacher, he has daily contact with the person in charge and provides very good support when needed. We were told, during the inspection that the person in charge was temporarily absent from work and that her deputy was acting in her place until her return. We discussed the requirement for all service changes to be sent to CIW in a timely manner using the notification process as we had not been informed of this change. The team receive regular development opportunities. Most staff have completed advanced safeguarding, paediatric first aid and food hygiene training. There is a positive ethos in place that promotes a constantly improving service to ensure the wellbeing of children.

Effective leadership ensures children receive a good service. Some additional measures are needed to ensure CIW processes are followed.

4.2 How effective is self evaluation and planning for improvement?

Leaders are committed to evaluating and improving the service. The quality of care report is used to assess the service and to plan new developments. CIW have received a copy of this document. Parents are emailed the link to the on line survey each autumn. Children are encouraged to complete paper surveys during club sessions and all the results are uploaded to the club's webpage. Parents are asked their views on service quality and the person in charge produces a report for each management committee, at least termly. The report shows clear satisfaction from parents on a range of issues including number of staff, children's enjoyment and the range of activities available.

Leaders evaluate the service effectively and make improvements which benefit children.

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

Leaders ensure some effective systems are in place to manage staff and resources. All members of the team are clear about their roles and responsibilities as there is a two week rota in place. We saw evidence of good team working with proactive staff,

planning and communicating well. We examined staff files which showed some information to determine staff suitability was not in place. During the second day of the inspection the registered person showed us a sample of staff files with most information included. As most of the staff are employed within the school, references are held in school files. We discussed the need for all files for staff at the after school club to include two references. After the inspection the registered person told us that references for all staff working at the club would be in place imminently.

The person in charge receives regular one to one supervision sessions with one of the registered persons which provide an opportunity for reflection and to receive feedback. There is currently no formal supervision system in place for the staff team. The registered person told us that this would be instigated.

Leaders provide good support to staff. However this needs to be formalised along with more robust systems to determine staff suitability.

4.4 How effective are partnerships?

The service works proactively to establish trust and clear communication. We looked at children's registration forms and found all the necessary information was in place. We heard parents updating staff with information about their children at the end of the day and staff giving information to parents. Close working relationships are evident between parents and staff. Information relating to policies and procedures is available to parents at all times as they are uploaded on the website. Photographs of children engaged in a wide range of activities can also be viewed. Parents told us they are reassured that school staff who know their children well care for their children.

Strong partnerships with parents and the school ensure the service benefits children and their families.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement:

- Ensure robust plans are in place for children with medical issues;
- audit all accident records regularly;
- ensure all staff receive regular, developmental supervision sessions;
- use the CIW Notifications process to inform us of any changes which affect care of children, including staffing and
- ensure staff files contain all information to establish their suitability.

6. How we undertook this inspection

This was an unannounced, scheduled inspection carried out by one inspector on 13 and 14 November 2018. We observed the children and the care they received throughout the sessions using our Short Observational Framework for Inspection (SOFI) tool. This enables inspectors to observe and record life from a child's perspective and captures children's engagement and the care provided:

- We made a visual check of the premises;
- we reviewed information already held by CIW;
- we spoke to a number of children, four parents, the acting person in charge, three members of staff and the two registered persons and
- we looked at the information held by CIW which included the statement of purpose and self-assessment records. We viewed a wide range of documents that included staff files, children's registration files, planning schedules, risk assessments, medication records and staff rotas. We also viewed the web site which holds information about the club.

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	David Griffiths Sharon Norman
Person in charge	Helen Mussa
Registered maximum number of places	60
Age range of children	4 to 11 years
Opening hours	15.30-18.00 Monday to Friday during the school term
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	6 March 2015
Dates of this inspection visits	13 and 14 November 2018
Is this a Flying Start service?	No
Is early year's education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	The service does not provide an Active Offer of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of children who use or intend to use the service. We recommend the service provider considers the Welsh Government 'More Than Just Words Follow On Strategic Guidance for the Welsh Language in Social Care'.
Additional Information: None	

No noncompliance records found in Open status.