



# Childcare Inspection Report on

**Fairfield Out of School Club**

**Fairfield Primary School  
Dryden Road  
Penarth  
CF64 2RT**



**Date of Publication**

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## Description of the service

Fairfield Out of School Club was registered with Care Inspectorate Wales (CIW) in March 2009 and provides out of school care for a maximum of 32 children aged three to 12 years. The club is based in Fairfield Primary School, Penarth and is open 3.30pm to 5.45pm, Monday to Friday. The Registered Persons are Kirsty Clarke and Kara Oakley, who are also the Persons in Charge and oversee the day-to-day operation of the club.

## Summary of our findings

### 1. Overall assessment

Fairfield Out of School Club is very well run. Children are happy and thoroughly enjoy spending time at the club with their friends, relaxing after school, playing and learning. Staff are kind and considerate and understand the needs of the children. The environment is safe and stimulating with a very good range of resources and equipment for indoor and outdoor play. The service benefits from strong leadership. Records are very well organised and policies and procedures provide very clear information about how the service operates. Children and their parents are very satisfied with the service. Parents said their children “love going to the club” and they described the service as “excellent”, “flexible” and “fantastic”.

### 2. Improvements

We, Care Inspectorate Wales (CIW), found that recommendations made during the last inspection had been addressed as follows:

- Leaders have ensured the Disclosure and Barring Service checks for the Registered Persons are updated before they expire at three years old and
- leaders have considered the *List of Required Qualifications to work within the Playwork Sector in Wales* or *Care Council for Wales List of Required Qualifications to work within the Early Years and Childcare Sector in Wales* when employing staff in a ‘qualified’ capacity.

There was also evidence of ongoing improvement and investment in the service:

- They have achieved a Gold Standard Healthy Snack Award; and
- three staff had attended Playwork training.

### 3. Requirements and recommendations

We did not find any areas of non-compliance during this inspection.

Section five of this report identifies our recommendations to further improve the service. We have made one recommendation relating to the Complaints Procedure.

# **1. Well-being**

## **Summary**

Children are very happy at the club. They make decisions, are listened to and have a very good choice of activities. Children have very good relationships with each other and with staff. They really enjoy their play, are developing well and are becoming independent.

## **Our findings**

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

Children are listened to; they are able to make decisions and express their views. We found that children influence the development and delivery of the service. There are regular meetings and discussions with children to gather their ideas for activities and resources. We saw that leaders had taken their choices and preferences into consideration when planning menus, activities and the purchase of new games and equipment. Children said, *"I can choose what I like to do and where to play"* and *"The food is great and we can help ourselves"*. We saw that children moved freely inside and outside; they chose what to do and who to play with. We watched children as they played alone, with others or alongside staff. Some chose to sit quietly and just relax or chat immediately after school. Children were confident to express their preferences, for example they asked to play outside and for specific games; they asked staff to play with them and we saw that they had free access to craft materials, toys, books and equipment. We saw that children also complete questionnaires about the service and their feedback is used in the self-evaluation process.

Children have a very strong voice in this service.

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

Children are familiar with staff, routines and their surroundings; this helps them feel safe and happy and gives them a sense of belonging. Children have formed very positive relationships with the staff and this helps to develop a sense of security. We saw that children knew what to expect when they attend. They knew and liked routines such as registration and snack and they told us they enjoyed what was on offer at the club. Children walked in happily and greeted staff and friends; they accessed games, materials, equipment and they sat at tables for registration and for snacks. Children told us they felt happy at the club and they looked very happy and relaxed as they moved easily between activities. Children smiled and laughed with friends and were confident to approach staff and include them in conversations and activities. We heard children talk about their day at school, Christmas and their families; we saw children waving goodbye and some hugged staff.

Children develop a sense of belonging to the club and this means that they feel safe and valued.

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

Children take turns, share and co-operate well with each other and with staff. We saw that the children were very polite and well behaved and older children supported the younger ones. We saw children welcoming others, queuing up and waiting for snacks, asking others to join in with building a train track, crafts and ball games and listening to what each other

had to say. Children followed staff's requests and they sat quietly for registration and responded when their name was called and said "here" or "yma"; they sat together for snack time and helped clear away after snacks and after activities. Children played together on the computers and passed craft materials, scissors and coloured pens to each other.

Children interact extremely well with each other and with staff.

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

Children engage well and are interested and excited about what they do at the club. We saw that children can engage in a very good range of activities indoors and outdoors. Children played very busily and engaged fully in their chosen activities. They independently accessed resources and play equipment, such as drawing and construction materials, dolls, books, board games and computer games. We saw children enthusiastically colouring and drawing, building sand palaces, role playing, reading, using interactive games; and playing outside in the yard and on the climbing frame. A child said, *"I love playing with my friends after school"* and several children proudly showed us the 3D Christmas cards they had made. We heard children asking parents if they could stay longer and we heard lots of laughter. We saw that many children did not want to go home when their parents arrived. One parent said, *"They love it here and always want to stay longer. I have to tear them away"*.

Children thoroughly enjoy their play and learning.

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

Children have excellent opportunities to play and learn. We saw a wide range of games and resources, arranged so that children could help themselves, discover and learn through play. Children's social skills were developing; they chatted happily with each other and with adults, they role played together and they were confident to choose their activities or ask for help from other children and staff. Children engaged in sand sculpture, colouring, construction and craft work to develop creativity and fine motor skills. Children enjoyed energetic ball games, which supported their tactical thinking skills and co-ordination. We saw that older children tidied equipment and toys away when they had finished playing and younger children were encouraged and supported to do so. We saw that children accessed the toilets independently. Children chose their own snack from a huge range of healthy options laid out across the canteen counter. They ate at their own pace and we saw them go to the counter for more and help themselves to water.

Children learn and develop very well through play and are becoming independent.

## **2. Care and Development**

### **Summary**

Staff are experienced and well trained. They know the children very well and keep them safe. They are responsive and caring and support children to develop skills through play and social interactions. They manage behaviour exceptionally well.

### **Our findings**

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

Staff are well trained and follow policies and procedures to keep children safe and healthy. Staff had attended relevant training including paediatric first aid, food hygiene and safeguarding; and they followed policies and procedures to keep children safe. All the staff we spoke to were aware of the importance of recognising signs of abuse and were clear about what to do if they had concerns about a child or in case of an accident. We saw that staff ensured that a parent or named person signed their child out when they left the club. Before the club started, staff ensured the floor and surfaces were clean and checked the play areas, toys and equipment and the toilets. Staff encouraged children to be physically active and to play outdoors whenever possible so that they had plenty of exercise and fresh air. They also ensured children had a drink and a healthy snack consisting of an excellent variety of fresh fruit, vegetables, cheese and cold meats. Children told us the snacks were *'good'* and *'great'* and they said they enjoyed making their own bagels and wraps. Staff were aware of children's food allergies and preferences and kept a record in the kitchen. We saw that staff discreetly monitored individual children's intake of carbohydrates and checked blood sugars where necessary for diabetic children.

Staff are effective at keeping children healthy and safe.

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

Staff are good role models and support children to interact appropriately. We saw that staff followed the service's behaviour management policy and reinforced positive behaviour. For example, they said, *"thank you for helping"*, and *"good boy/girl for sharing"* when children helped clean up and were cooperative. We heard them say *"excellent"* and *"well done"* when children engaged well in various activities, waited their turn and when they were considerate to others. Staff listened to the children; they were interested in what children had to say and gave them plenty of time to finish conversations, activities and their snacks. They treated children as equal partners in play, which created a very relaxed atmosphere and promoted collaboration and turn taking. Children were very well behaved; they followed requests to sit together quietly for registration and for snack and they shared and took turns with games. Staff put children at ease by explaining that we were there to see what happened at the club. They encouraged children to talk to us and as a result, many children engaged readily, told us about the club and asked us about the inspection process.

Staff manage children's behaviour effectively.

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

Staff encourage children to lead their own play and provide extra support where it is needed. We saw a good balance of child and adult led activities. Staff know the children very well and work well together to provide play and learning opportunities for all children, based on what children enjoy and request. We saw that staff provided extra support when needed, such supporting younger children with crafts and construction games and helping them to carry their snacks and drinks safely. The children's registration forms contained information about children's additional needs, diets and their preferred language. We saw that children have opportunities to learn about Welsh culture and language. We heard some incidental Welsh words and phrases, saw bilingual posters and signs and Welsh books. We also heard staff and children sing 'Penblwydd Hapus' (Happy Birthday) to a child. There was also a range of materials on different cultures and lifestyles and we saw that staff had led interesting activities to promote knowledge and understanding of the world, including cultural events, religious festivals and celebrations. We heard staff promote children's language and social skills when they sat with children and chatted to them about their interests, school and home lives and we heard staff encourage younger children to count and spell.

Staff promote children's play and meet their individual needs effectively.

### **3. Environment**

#### **Summary**

Leaders ensure that the environment is safe, clean, well-maintained and is suitable for all the children who attend. The club is held in the canteen area and adjoining computer suite of the school, with access to a large and secure outside play area. Resources are very good quality and provide children with a very good range of choices to keep them engaged and stimulated.

#### **Our findings**

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

Children are cared for in a safe, clean and secure environment. The club and the outside play areas are secure from unauthorised visitors and we saw written safety procedures for staff to follow, including checks on toys, equipment, play areas and toilets. There were detailed risk assessments for all areas and activities. All accidents and incidents are recorded and the records we saw indicated that accidents were typical for the age range and did not raise any concerns about the safety of the environment. Toys and equipment were clean and in good condition and we did not see any hazards during the visit. The Food Standards agency had given the kitchen the highest hygiene rating of 5 and we saw staff cleaning tables with antibacterial spray. The service was suitably insured and the school carried out annual tests for heating and electrical equipment. We saw records that monthly fire drills had taken place. The children we spoke to confirmed there were regular drills and they knew what to do if the fire alarm sounded.

Leaders and staff follow robust procedures to keep children safe.

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

Leaders ensure that children have access to resources and equipment that suit their interests and developmental needs. We saw that children had plenty of play space indoors and outdoors and resources were labelled and arranged so that children could help themselves. There was sufficient space inside for a wide range of activities including energetic play and quiet activities or relaxation. Leaders and staff ensure that the areas of play and learning are suitable for the age range. There is also a library area, a quiet corner for children to relax and reflect and space for children to work on their homework if they prefer. We saw that children played freely inside and outside because there were sufficient staff to supervise in the different areas. There was sufficient storage for the club equipment and secure storage for children's and staff records.

Leaders and staff make good use of the available space and ensure it is very suitable for the children who attend the club.

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

Children benefit from very good resources, materials, equipment and toys. We saw that there were good quality resources both inside and outside, some of which were shared with the school and suitable for a range of ages. The club has access to a well equipped outdoor area,



including the school yard, playing field and a large climbing frame. There is a wide range of outdoor toys which the children enjoy, this includes scooters, bikes, footballs/ balls, hoops, skipping ropes and parachute games. Staff told us that they checked equipment regularly and any broken toys were disposed of and replaced. There are excellent systems in place for gathering children's ideas for new resources and this ensures that all children have access to activities that interest them. We saw a very good selection of toys and games; and sufficient resources to ensure that every child had a choice. The games, resources and activities provided children with suitable challenges and opportunities to keep them engaged in play.

Leaders effectively ensure that resources and equipment are of good quality and age appropriate.

## **4. Leadership and Management**

### **Summary**

Leaders ensure that the club is well run and correctly staffed. They ensure that children's needs are met, that policies and procedures are clear and effective and staff are supported through supervision and training opportunities. The club is well established and there are excellent partnerships with parents and the wider school.

### **Our findings**

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

Leaders ensure that they meet the regulations and national minimum standards; and they have clear aims for the service. The two registered persons are also the persons in charge and there is also a deputy manager; a cook in charge of all catering; two playworkers and a relief playworker available to cover leave. The management team works extremely well together and have a shared vision for the service which they share with other staff. As a result the club runs smoothly and children and staff enjoy their time together. The club has a clear statement of purpose and an operational plan, that outline the aims of the service and how it operates. This allows parents to make informed decisions about whether the service is suitable for their children. Leaders ensure that staff have up to date information and the resources that they need to meet children's needs and keep them safe. Leaders ensure that policies and procedures are easily accessible in an indexed file and they are reviewed at least annually. The ones we sampled provided clear information for parents and guidance for staff. Leaders were aware of the Prevent Duty, which relates to recognising signs of extremism and radicalisation, and had included information about this in the policy file. We saw that parents had signed their contracts and to confirm that they were aware of the policies and procedures. They had also signed various permission forms and accident records. The records of minor accidents indicated that staff had discussed them with parents and the staff and parent signed them. We discussed with leaders the need to review the Complaints Procedure to ensure it includes the timescale for formal consideration and information about concurrent investigations.

Leaders work very well together and leadership systems are very effective.

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

Leaders are improving the service that they provide; they have clear systems to review the service and take into account the views of children, parents and staff. During the inspection, we saw that staff evaluated the service through reviewing what the children enjoyed and making immediate changes wherever necessary. We saw that parents had opportunities to talk to staff when they collected their children. We looked at the reports on the quality of care for 2017 and 2018 and found that leaders formally reviewed the quality of care through meetings with children and staff and through annual questionnaires for children, parents and staff. The annual reports were very detailed and included relevant feedback, action plans and achievements.

Leaders are committed to the on-going improvement of the service and have clear systems and procedures to support the self-evaluation process.

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

Leaders ensure that there are always sufficient numbers of staff available for the children attending and that there are plenty of resources available for all age groups. We saw that leaders used staff and resources effectively and staff worked well together as a team. We found that all core training was up to date. Key staff had also attended additional courses to support their work with children, including playwork, blood glucose monitoring/ safe administration of insulin, data protection and awareness of the Prevent Duty. Leaders have good links with other agencies such as the local authority Early Years Partnership Team and Clybiau Plant Kids' Clubs and as a result, have gained a Healthy Eating Gold Award and accessed training opportunities. We spoke to one member of staff who had just joined the team, who said they very much enjoyed the work and they felt well supported. The records we looked at and discussion with leaders indicated that staffing ratios always met and usually exceeded the minimum standards and there were suitable arrangements for supervision and for annual appraisals of staff performance. There were robust recruitment systems and all staff records contained the required information including identity documents, current Disclosure and Barring Service (DBS) checks, evidence of qualifications and references.

Resources and staff are managed very well.

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

Relationships between staff, children and parents are strong and there is a positive partnership between the club and the wider school. We saw that several parents stayed for a while when they came to collect their children and there was friendly discussion between staff and parents. Staff told us that they would pass on messages from school, information about future events and of incidents or accidents at the club. There was general information about the club on the notice board and leaders issue a club newsletter at least every other month to keep parents informed about activities and events. Parents were all very complimentary about the service. They said the service supported them well and described how happy their children were at the club. Parents confirmed they would feel comfortable in approaching the leaders or any staff member if they were unhappy or needed further information.

Leaders have excellent relationships with parents, children and the school.

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

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

None

### **5.2 Recommendations for improvement**

We made the following recommendation:

- Review the complaints policy and procedure to ensure it includes timescales for formal consideration and information about concurrent investigations.

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

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

- One inspector made an unannounced visit on 28 November 2018 before the session commenced; and was present for the whole session and after children had left;
- we spoke to children, seven parents, four staff and one of the registered persons;
- we observed children and staff;
- we inspected the areas used by the club;
- we looked at the last CIW inspection report;
- we looked at a sample of documentation and policies including children's records, staff files, the registers, visitor records, the statement of purpose, annual quality of care reports, snack menus, accident records, fire drill records, policies and procedures; and

we gave feedback to the registered person after the inspection.

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

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



## 7. About the service

Type of care provided	Children's Day Care Out of School Care
Registered Person	Kirsty Clarke Kara Oakley
Person in charge	Kirsty Clarke Kara Oakley
Registered maximum number of places	32
Age range of children	3 – 12 years
Opening hours	3.30pm – 5.45pm Monday to Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	20 May 2015
Date of this inspection visit	28 November 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?	No - this is a service that does not provide an 'Active Offer' of the Welsh language. It does not routinely anticipate, identify or meet the Welsh language needs of children who use, or intend to use their service. This is because it is situated in a mainly English speaking area. We recommend that the service provider considers Welsh Government's 'More Than Just Words ... follow-on strategic framework for Welsh language in social care'.
Additional Information:	

No noncompliance records found in Open status.