



Childcare Inspection Report on

Chwarae Da After School Club

**Powys County Council
Spa Road East
Llandrindod Wells
LD1 5LG**



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Description of the service

Chwarae Da After School Club provides out of school care for a maximum of 16 children aged 3 to 11 years. The service operates from a nursery room within Llandrindod Wells County Primary school. The service is open from 3.30pm to 5.30pm Monday to Friday during term time and also operates from 8.45am-5.30pm during school holidays. The responsible individual on behalf of Powys County Council is Lorraine Cadwallader-Jones. The persons in charge are Amy Davies, Debbie Jarman, Kim Morris and Jill Thomas.

Summary of our findings

1. Overall assessment

Children are happy at this club and generally enjoy their play. Parents are satisfied with the service provided and staff treat children with kindness. The environment provides plenty of opportunities for children but more attention is needed with regard to the external gate. Action is needed in relation to some aspects of leadership and management.

2. Improvements

- During the inspection process, CIW has approved an application to change the room where the service is held and as a result the service has started holding the service from a room within the main school building.
- The school secretary had obtained a DBS matrix from the local authority, confirming that all staff had valid DBS certificates.
- We received confirmation of the last dates that all staff had updated their first aid training.
- We were informed by the responsible individual that the staff files for the two new members of staff are now kept in the same location as the others'.

3. Requirements and recommendations

We notified the responsible individual that the nursery was not compliant with regulations relating to:

Regulation 27: Secure from unauthorised access: The main entrance remained unlocked at all times despite a lock being available. The door into the room was also unlocked. Therefore, staff had not taken precautions to eliminate unnecessary risks.

Regulation 24: Staff suitability checks: This was identified as a non-compliance during the previous inspection and although the documentation available during inspection in relation to staff had improved, the service is not compliant with regulations. Also, we requested to see two new members' staff files but they were unavailable to us. We were told that they were kept separate, in the main school building, which was closed during the inspection.

Regulation 31: This was identified as a non-compliance during the previous inspection and although there have been some improvements we have not been informed of all changes to be notified under schedule 4 of this regulation.

We have not issued non compliance notices on this occasion as there was no significant impact or risk to children. We expect the responsible individual to take action to rectify this and it will be followed up again at the next inspection.

We also recommended that leaders ensure that:

- all relevant information relating to staff needed under legislation is kept together in an organised manner;
- all documentation, including the statement of purpose, refers to the responsible individual as the service lead;
- they inform CIW of new staff and of staff leaving in a timely manner;
- update relevant policies to ensure that all documentation refers to The Child Minding and Day Care (Wales) Regulations 2010. This was a recommendation during the last inspection;
- the temperature of the fridge is maintained at the correct temperature;
- the supervision process is formalised and
- a lid is placed on the bin.

1. Well-being

Summary

We found that children are able to have fun and take part in various activities at the club. Individual skills and interests are recognised, valued and catered for. Children feel very comfortable in the service and are encouraged to express themselves. There are good opportunities for children to learn how to become independent and develop good social skills.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to speak and express themselves, make choices and decisions.

Children were confident to communicate their needs and were encouraged to decide for themselves about what activities they wished to participate in. Throughout the visit, we saw children approaching staff confidently to chat or to ask for assistance. A group of boys wanted to go out to play football after snack and they were allowed to do so. Children were able to choose where they wanted to play, for example, they were able to choose whether they wanted to play jigsaw on the table or on the floor. One child asked if they could have another drink; a member of staff said "Of course you can ... do you want water in your bottle?". Children contributed to the process of deciding on the term's theme and held a vote in order for each child to have a voice, for example, children had chosen Easter, Winter, Wonderful Wide World and Super Heroes as some of the themes during the past year.

Children's rights to express themselves freely and to make choices are respected and encouraged at the service.

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

Children are settled and have bonds of affection with staff and their peers.

Most children were relaxed and content. Children had developed friendships at the club. Children conversed comfortably with each other and with staff whilst playing. Children asked staff and their friends to play with them. Parents told us that their children were happy at the club. They presented as happy and settled and happily moved from one area to another. Staff knew individual children and their family circumstances well and this enabled staff to provide good care. Children felt proud of their creations and some came in from the playground to check if their play dough creations had set. Also, one child was very proud of his decorated egg and showed it with pride to his Mum.

Children feel suitably safe, happy and relaxed.

1.3 How well do children interact?

Children are sociable and are generally well mannered.

During our visit, we saw children being polite to one another, for example, when a member of staff thanked a child for tidying up without being prompted the child replied 'your welcome'. On one occasion, a child wanted more blocks and a friend gave him some of his. At lunch time, children discussed what flavoured crisps they preferred with one stating that the favourite was Worcestershire sauce. Children played well together with some older children being very caring towards younger children, for example, an older child told a younger child "sorry this is taking a while" as they helped the child with an activity. Children chatted comfortably with us and one told us that they were "going to have an Easter egg hunt at home this weekend ... around the patio". Some children also chatted comfortably with staff about their holidays.

Children interact well with each other and with adults.

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

Children were happy and felt valued.

Children enjoyed playing snap together and we heard sighs of laughter as a child told her friend who was in the throws of the game "I made you jump" and on another occasion a friend noticed that a child had a snap and said excitedly: "she's daydreaming" as the child evidently hadn't noticed. Children enjoyed looking for paper eggs during the Easter Egg Hunt and one child remarked excitedly "These are good hiding places". We saw a child imaginatively cooking pancakes for a staff member, using a frying pan from the role play corner and also put some ice cream on the pancake. We heard children asking a staff member what types of food she liked, which led to an interesting and sustained conversation. Several children did not want to leave when their parents came to collect them. When children were inside, many played on the consoles and computer. During the afternoon, many children played board games.

Children very much enjoy their play and learning.

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

Children are motivated to follow their own interests and are independent.

Children showed confidence and independence in choosing their own activities such as role play, playing football and small world play. Children led their own play, choosing the toys and resources that they preferred to play with, for example, children concentrated well as they created their own game using plain wooden blocks. Children were able to accomplish things for themselves unprompted, such as going to the toilet, finding resources, tidying up and retrieving their belongings. Some children also demonstrated great imagination and we saw them using play dough to make cakes and proceeded to have interesting

conversations with staff, for example, they told staff that they had made different flavoured cakes “one banana, one vanilla, one lemon and one strawberry”. When they were told, “That’s sour”, a child replied “So that’s the lemon one then”. Children ate their packed lunches independently and most were able to open packets for themselves. Children communicated effectively with staff, with each other and with us, for example, a member of staff asked a child if they wanted water in the bottle and the child replied ‘Yes please’.

Children are confident in their surroundings and are developing well.

2. Care and Development

Summary

Staff know the children in their care well and provide responsive care that meets their individual needs. They create a relaxed and nurturing atmosphere where children are supported to participate in the play of their choice and their individual development is promoted. However, more care is needed in respect of eliminating all possible risks.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff are vigilant most of the time and ensure that they keep children safe but did not always ensure that unnecessary risks to the health or safety of relevant children were eliminated as far as possible as the entrance gate was being left unlocked.

There was a system in place for recording visitors and we were asked to sign the visitors' book on arrival. However, the lock on the entrance gate was left unlocked during the inspection day despite a lock being available. We were told that it was open for parents to be able to access the school yard in order for them to walk across to the building where the care was being provided from. As the door into the building was also open, we were able to gain access very easy. On the day of inspection, the two staff members present had a valid first aid certificate and one of those members informed us that she was due to renew her training shortly. Although sufficient information was not available in the staff files with regards to first aid, during the inspection process one of the persons in charge confirmed via e-mail the dates of staff's first aid training. Records of the fridge temperature was kept and the temperature had been recorded as 6°C and 7°C on occasions. Staff asked children to wash their hands before eating but did not wipe the table before each mealtime. Most staff had received recent child protection training and staff were aware of the policy. We saw care plans in place for children's individual medical needs and staff were fully aware of those needs and of the plans.

Staff generally keep children safe and healthy but improvements are needed.

2.2 How well do practitioners manage interactions?

We saw that children were encouraged in their chosen activities as staff show an interest and give positive responses and encouragement.

In the main, staff interacted confidently with children and managed behaviour well. Some staff within the service had received behaviour management training and team teach training in reducing risk, restraint and restriction. We saw references in staff minutes to staff

monitoring children's behaviour and we also saw staff positively commenting on those children's good behaviour. Most staff praised children regularly, for example, when a child washed his hands unprompted after going to the toilet, on his return a member of staff said "Good boy for washing your hands". When one child hurt a younger child's ear, one member of staff interacted effectively and explained the effect of the actions and asked the child to say sorry.

Staff manage interactions effectively.

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

Staff work well as a team and plan appropriate activities.

Staff had arranged a wide range of fun activities for the children and had also organised trips, for example, they had been to Elan Valley, Cantref, Aberystwyth, various parks, the local fire station and supermarkets and had also arranged visits from various organisations. We were told that children were able to contribute their ideas to the term's theme. Children were offered squash or water to drink during the day. Staff filled the cups and handed them to the children; some children had brought their own drinks. One group of children opted to play outdoors for the majority of the time and when they were inside they played with game consoles for a length of time. Staff had created a daily activities list for the holiday club, which included an Easter egg hunt, painting eggs and colouring.

Staff promote children's play, learning and development.

3. Environment

Summary

Children are able to freely access an adequate range of toys, equipment and resources. Leaders perform regular maintenance checks and ensure that the environment is safe and suitable for children. They provide a suitable indoor and outdoor space for the children to play and suitable resources to meet their needs. However, on the day of the inspection, the entrance gate was unlocked.

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 clean and free from hazards.

The room where children were being cared for was clean. No hazards were seen during the inspection and staff completed daily checklists to ensure safety prior to children's arrival. During feedback, we received records of the fire drills that had been carried out. There was a lock available for the entrance gate. All electrical equipment had been tested in November 2017 and the heating system had been serviced in September 2017. We also saw evidence that a legionella independent risk assessment had been carried out.

Leaders have systems in place to ensure the safety of the environment.

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

Children make good use of the large outdoor area during fine weather and whilst indoors they do have a range of suitable resources.

Leaders provided children with enough space for them to play outdoors and although the indoor area is a nursery room, leaders make the best use of the area available in order to ensure that it's mostly suitable for the age range of children attending. They also provided an area in which children were able to relax as there was a sofa available to them and we saw children using this to relax during our visit. Leaders provided suitable toilet facilities for the children. Children used the tables for craft activities and generally wiped the tables before using them at mealtimes.

In the main, the environment is suitable for the age-range.

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

Leaders ensure that children have access to furniture, equipment, toys and materials that are generally appropriate and suitable to their needs.

Leaders had ensured that children had access to a range of resources and equipment of satisfactory quality and, in the main, they were suitable for all children's interests and

developmental needs. Children had a variety of resources available to them including craft resources, books, jigsaws, construction kits, balls and other sporting equipment, fantasy toys, role play resources and consoles and games. Staff told us that equipment was cleaned regularly and any broken resources were disposed of. The outdoor area also contained ample play opportunities.

Leaders provide resources and equipment that are maintained and in the main are suitable for all children using the service.

4. Leadership and Management

Summary

The persons in charge manage the service well on a day to day basis. They have created a positive ethos and have built effective relationships with parents. Leaders recruit suitable staff, some of whom also work at the school and evaluate the service in order to improve. However, there are some areas that need improving.

Our findings

4.1 How effective is leadership?

The persons in charge manage the service well on a day to day basis and the responsible individual generally oversees the service. Not all aspects of the service are compliant with the legislation.

There was a statement of purpose in place and it had been updated in March 2018 and although it included most of the necessary information, further amendments were needed. We viewed records and found that the persons in charge ensured that ratios were maintained on all occasions. Policies had been reviewed by the responsible individual and a member of the school's governing body but there was a reference within the policies to working under the Children's Act 1989 instead of the Child Minding and Day Care Regulations 2010. The responsible individual had not informed CIW of all staff changes. New staff had been appointed and during the feedback meeting we were given a copy of the relevant contracts and terms of appointments. During the inspection, we were unable to ascertain whether all staff had valid DBS certificates. However, during the inspection process, the school secretary had contacted the local authority for a confirmation of staff DBS certificate numbers and dates of issue; all members of staff had valid DBS certificates. Some improvements are needed with regards to leadership.

4.2 How effective is self evaluation and planning for improvement?

The persons in charge review the service and have compiled a quality of care report.

Staff told us that they were always looking at areas to develop and improve and had issued questionnaires to parents, staff and children and had reviewed the service. Staff had written a quality of care report taking into account the questionnaires; there was a copy on display in the foyer, a copy was available on the website and one of the persons in charge had forwarded a copy to CIW. Parents were very complimentary of the staff and the service provided. The responsible individual had recently notified CIW of a change in room in order to further develop and that had been approved during the inspection process.

Self-evaluation and planning for improvement is good.

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

The persons in charge manage staff and other resources on a day to day basis. They also hold regular staff meetings and keep minutes.

The persons in charge had ensured that the correct number of staff were on duty each day and this was evident during the visit. There were gaps in the evidence available to confirm that the responsible individual had conducted full suitability checks on all staff prior to them starting at the service. During the inspection, the majority of staff files were available for us to view. However, the service had appointed two new members in September 2017 of staff but their files were not available during inspection. The staff files available did not contain all of the information required by legislation. However, during the inspection process we received a number of the relevant information needed but found that the relevant documentation were not kept in one place, for example, staff start dates were available from the school's human resources system. The responsible individual had informed CIW of some changes to the service but had not notified the inspectorate of all events to be notified under schedule 4. The responsible individual had arranged for the persons in charge to conduct annual appraisals for staff and themselves but regular one to one supervision meetings were not in place. The persons in charge held regular staff meetings and minutes were kept. Satisfactory action had been taken with regard to staff conduct. Staff told us that they worked well as a team and this was evident during the inspection.

The responsible individual's management of staff is satisfactory.

4.4 How effective are partnerships?

Staff are very accommodating and communicate well with parents.

Parents were kept informed by regular updates and photographs on Facebook, for which parental consent was obtained. We also saw posters in place informing parents of the activities planned for the holiday club and this enabled parents to make an informed decision. The person in charge and staff had relaxed discussions with parents about their children's well-being and reported openly on the activities that the children had participated in during their time at the club. Leaders had asked parents to sign a contract and various permissions. The club is based in the grounds of the school and club staff had a good relationship with the school's personnel.

Staff have developed good partnerships with parents.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

The person in charge was notified that the setting was not compliant with Regulation 28 (2) (b) of the Child Minding and Day Care (Wales) Regulations 2010 as not all the information had been obtained on the staff to ascertain their suitability.

The person in charge was notified that the setting was not compliant with Regulation 24 (2) (b) of the Child Minding and Day Care (Wales) Regulations 2010 as there was not a qualified first aider in the club on the afternoon of the inspection.

The person in charge was notified that the setting was not compliant with Regulation 31 (a) Schedule 4 (1) (a), (b) of the Child Minding and Day Care (Wales) Regulations 2010 as we had not been informed of staff changes.

5.2 Recommendations for improvement

We also recommended that leaders ensure that:

- all relevant information relating to staff needed under legislation is kept together in an organised manner;
- all documentation, including the statement of purpose, refers to the responsible individual as the service lead;
- they inform CIW of new staff and of staff leaving in a timely manner;
- update relevant policies to ensure that all documentation refers to The Child Minding and Day Care (Wales) Regulations 2010. This was a recommendation during the last inspection;
- the temperature of the fridge is maintained at the correct temperature;
- the supervision process is formalised and
- a lid is placed on the bin.

6. How we undertook this inspection

This was a full unannounced inspection undertaken as part of our normal schedule of inspections. One inspector undertook one visit to the service on 29 March 2018 and we returned to collect further documents and to provide feedback on 27 April 2018. We:

- inspected documentation and policies during the inspection;
- observed children and staff;
- completed observations on one child, using the Short Observational Framework for Inspection (SOFI) 2 tool in order to capture evidence of the children's engagement and the care being provided by staff;
- spoke with one of the persons in charge, the responsible individual, children, parents and staff and
- analysed questionnaires from staff and parents.

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
Responsible Individual	Lorraine Cadwallader-Jones
Persons in Charge	Amy Davies, Debbie Jarman, Kim Morris and Jill Thomas
Registered maximum number of places	16
Age range of children	3-11 years old
Opening hours	3:30--5:30 Monday-Friday term time only 8:45-5:30 during holidays
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	22 January 2015
Dates of this inspection visits	29 March & 27 April 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 service does not provide an 'Active Offer' of the Welsh language. We recommend that the service provider considers Welsh Government's <i>More 'Than Just Words follow on strategic guidance for Welsh language in social care'</i> .
Additional Information:	